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ABSTRACT

This primary source kit supports the study of history in the elementary, middle, and high school levels. Each primary source selected for the kit, whether it be a photograph, a broadside, a map, or a private letter, reflects a meaningful part of Maryland and U.S. history. The kit provides educators with an opportunity to use primary documents from Maryland history with activities that support performance instruction; it can be used to teach economics, political science, civics, geography, and other facets of social studies. The kit is divided into the following sections: (1) "An Introduction to the Primary Source Kit"; (2) "Key to the Primary Source Icons"; (3) "The Top Ten" for Elementary School Students; (4) "Correlation of Sources with MSPAP and Core Learning Goals for Social Studies"; and (5) "Primary Sources and Context Pages." The kit may be used to introduce new topics in the curriculum; to facilitate discussion in the classroom; to capture students' interest by looking at issues through a "local lens"; to develop and refine students' analytical and problem-solving skills; to encourage students to carry out historical research; and to initiate National History Day projects. (BT)

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Encountering Maryland's Past

Volume 2: Turning Points in History

A Primary Source Kit from the Maryland Historical Society

SO 031 636

Columbia Gas of Maryland
Maryland Historical Society
Maryland State Department of Education
Maryland's History Day Program
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ENCOUNTERING MARYLAND'S PAST
A Primary Source Kit from the Maryland Historical Society

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Cover photograph: Suffragists on the march in Washington, D.C. [c.1911]. GPVF. Prints and Photographs Department, Maryland Historical Society Library.

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PRIMARY SOURCES AND CONTEXT PAGES

Primary Source # 1 **1640**

Blaeu, Willem. "Nova Virginiae Tabula." Amsterdam: Willem Blaeu, 1640. Map Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 2 **1649**

General Assembly of Maryland. "A Law of Maryland Concerning Religion [1649]." Broadside Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 3 c. 1743

Bickham, George. "Maryland [c. 1743]." In *The British Monarchy.* Small Prints Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 4 1755 - 1880

Alsop, George. "A Character of the Province of Maryland [1666]." Reprinted in *Gowan's Bibliotheca Americana,* vol. 5. Baltimore, 1880. MF 176.M37, Fund Publication, no. 15. Rare Books Department, Maryland Historical Society Library, Baltimore, Maryland.

Calvert, Benedict. "Advertisement [23 July 1755]." Broadside Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 5 1775

Fifth Maryland Convention Delegates. "Association of the Freemen of Maryland [26 July 1775]." Broadside Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 6 1775

Sparrow, Thomas. "Four Dollars [July 1775]." Annapolis: Frederick Green, 1775. Four-dollar note Obsolete Currency Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 7 1776

Maryland Constitutional Convention Delegates. "The Declaration of Rights of the State of Maryland [1776]." Printed for the consideration of the members. Broadside Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 8 1778

Oath of allegiance to the state of Maryland, Caroline County [2 March 1778]. Revolutionary War Oaths of Fidelity, MS.1586. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 9 1782

De Rochambeau, C I. "To His Excellency the Governor and the Honourable Council of the State of Maryland, Annapolis August 11th 1782." Revolutionary Transcripts, MS.687. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 10 1782

Dashiell, Joseph. Letter to Governor Thomas S. Lee [1 September 1782]. Revolutionary Transcripts, MS.687. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 11 **1794**

Wilkins, Thomas. Manumission of enslaved African Americans [22 February 1794]. Richard G. Sharp Collection, MS.2309. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 12 **1814**

Key, Francis Scott. Manuscript of "The Star-Spangled Banner" [14-16 September 1814]. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 13 **1814**

Bell, John and S. Letter from John and S. Bell to Thomas Bell [14 November 1814]. War of 1812 Collection, MS.1846. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 14 **1832 - 1834**

Maryland State Colonization Society. *Colonization of the Free Colored Population of Maryland ... Statement of Facts*, pp. 3-6. Baltimore, 1832. Maryland State Colonization Society Papers, MS.571. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

Revey, John. "The Town of Harper and its Vicinity at Cape Palmas, Maryland in Liberia." Baltimore: T. Campbell, 1834. Map. Maryland State Colonization Society Papers, MS.571. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 15 **1843**

"List of Passengers taken on board the Brig *Ornen* [31 July 1843]." Port of Baltimore Passenger Lists, MS.1382. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 16 **1847 - c. 1857**

Whitefield, Edwin. "View of Baltimore, Md. From Federal Hill." New York: Francis Michelin, 1847. Color lithograph. Maryland Prints Collection, V9. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

E. Sachse & Co. "Avalon Nail & Iron Works, Located on the Baltimore and Ohio Railroad, Ten Miles from Baltimore City." Baltimore: E. Sachse & Co., c. 1857. Color lithograph. Maryland Prints Collection, L86. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 17 **1848**

Morton, John B., May, Benjamin F., and Stephens, John F. Recommendation for permit to travel for Mary Hazard [16 June 1848]. Free Negro Papers, MS.1281. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 18 **1858**

"A Sketch, from The New Tragic Farce, of 'Americans Shall Rule America' as enacted by Mayor Swann of Baltimore, and his wonderful 'Star' Company [1858]." Pen and ink drawing. Museum Collection. Maryland Historical Society, Baltimore, Maryland.

Primary Source # 19 **1860**

Harper and Calvo, Printers. "Epitaph. Here Lie the Mutilated and Disjointed Remains of the Noblest Form of Government [November 1860]. Broadside Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 20 **1860**

Election tickets [1860]. Ephemera Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 21 **1862**

Hicks, Thomas. Letter to President Abraham Lincoln [26 May 1862]. Hicks Papers, MS.1313. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 22 **1862 - c. 1863**

Photograph of Baltimore from Fort Federal Hill [c. fall 1862]. Peale Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Randall, James Ryder. "Maryland, My Maryland! [c. 1863]." Sheet Music Collection. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 23 **1863**

Gardner, Alex. "View of Battlefield of Antietam [Where] Sumner's Corps Charged the Enemy [September 1862]." Entered according to Act of Congress, in the year 1862, by Alex. Gardner, in the Clerk's Office of the District Court of the District of Columbia. Stereoview Collection, PP1. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Gardner, Alex. "View of Ditch . . . Used . . . By Confederates {Antietam} [September 1862]." Entered according to Act of Congress, in the year 1862, by Alex. Gardner, in the Clerk's Office of the District Court of the District of Columbia. Stereoview Collection, PP1. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 24 **1865 - c. 1870**

"Arrival of Freedmen and their Families at Baltimore, Maryland - an Every Day Scene." *Frank Leslie's Illustrated Newspaper*, 30 September 1865. Wood engraving. Medium Prints Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

"The Result of the Fifteenth Amendment, and the Rise and Progress of the African Race in America and its final Accomplishment, and Celebration on May 19th A.D. 1870." Baltimore: Metcalf & Clark, c. 1870. Maryland Print Collection, E109. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 25 **c. 1881**

Carey, James Jr. "An Appeal for ' The Shelter for Aged and Infirm Colored Persons of Baltimore City.' [c. May 1881]" Broadside Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 26 **1895**

Bureau of Industrial Statistics. "Sweat Shops." In *Third Annual Report of the Bureau of Industrial Statistics of Maryland.* 1895, 80-81, 100-102 (excerpts). Baltimore: The Sun Book and Job Printing Office, 1895. MHA 37.U7. Reference Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 27 **c. 1910**

Hughes Company. Photograph of Light Street, Baltimore [c. 1910]. Hughes Collection, PP8.443. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 28 **c. 1911**

Photograph of suffragists on the march in Washington, D.C. [c. 1911]. GPVF. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 29 **1915**

Hooker, Dr. Edith. *Maryland Suffrage News,* 27 November 1915, vol. 4, no. 35, p. 1. MAP.M414. Reference Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 30 **c. 1915**

Hughes Company. Photograph of interior of Sonneborn Clothing Factory, Baltimore [c. 1915]. Hughes Collection, PP8.710. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 31 **c. 1915**

Photograph of classroom at St. Vincent's Orphanage [c. 1915]. Peale Collection, MC 7242. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 32 **1917 - 1918**

DuVal, Elizabeth Lansdale. Papers [September 1917 - December 1918]. Elizabeth DuVal Papers, MS.2412. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 33 **1918 - 1978**

Pipin, James. Letter to Dr. J. Hall Pleasants [3 April 1918]. American Red Cross (Baltimore Chapter) Papers, MS.1183. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

Beacham, Mr. Robert J. Interview by Marie Lehnert, 9 May 1978. Transcript of tape recording. Oral History Collection, OH 8263. Reference Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 34 **c. 1933**

Photograph of a Salvation Army Lodge [c. 1933]. Photograph. Peale Collection, MC 8315. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 35 **1940**

Lovejoy, Dr. Arthur. "Will It Matter To Us If Hitler Wins? [23 May 1940]." Radio address. League of Nations Association, Maryland Branch Records, MS.1674. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

Committee to Defend America by Aiding the Allies. "Stop Hitler Now . . . ." *The Guide*, 20 and 27 June 1940. League of Nations Association, Maryland Branch Records, MS.1674. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 36 **1943**

Bodine, A. Aubrey. Photograph of woman inspecting gun turret of bomber in Glenn L. Martin plant [1943]. Peale Collection, B841(2). Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 37 **1950 - 1954**

The Committee on the Present Danger. "A Statement by the Committee on the Present Danger [12 December 1950]." Committee on the Present Danger Records, MS.2424. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

Niles, Emory H. Letter regarding loyalty of Dr. W. Horsley Gantt [16 February 1954]. Emory H. Niles Papers, MS.2274. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 38 **1951**

Henderson, Paul. Photograph of picketers in front of Ford's Theater [March 1951]. Peale Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 39 **1974**

Wilhelm, Charles C. Interview by Joseph Zbozien, 19 November 1974. Transcript of tape recording. Oral History Collection, OH 8206. Reference Department, Maryland Historical Society Library, Baltimore, Maryland.

Primary Source # 40 **1976**

Mitchell, Juanita Jackson and Kiah, Virginia Jackson. Interview by Charles L. Wagandt, 10 January 1976. Transcript of tape recording. McKeldin-Jackson Oral History Collection, OH 8097. Reference Department, Maryland Historical Society Library, Baltimore, Maryland.

AN INTRODUCTION TO THE PRIMARY SOURCE KIT

Encountering Maryland's Past, Volume II: Turning Points in History offers history teachers the opportunity to use primary sources from the Maryland Historical Society to activate students' interest in United States history and to encourage participation in National History Day. The second in an annual series, this kit features original documents, images, maps, oral histories, broadsides, and a variety of other resources relevant to the 2000 National History day theme "Turning Points in History." (For more information on National History Day, see "Introducing National History Day" in the teacher's guide.) This kit comes complete with a volume of primary sources related to the History Day theme, and *A Teacher's Guide to Interpreting Primary Sources*. The teacher's guide features a set of activity sheets for use in gathering and interpreting data from multiple sources. *All materials in the primary source kits are reproducible.*

Analysis of authentic materials from the past encourages students to connect local history to broader events occurring in the history of the nation. Working with primary sources in the classroom can result in interesting discussions that lead into topics traditionally covered in the American history curriculum. Appropriate for use in elementary, middle, and high school classrooms, the sources can also be employed to teach economics, political science, civics, geography, and other facets of social studies. Teachers may choose to use the primary source kit in one of the following ways:

- To introduce new topics in the curriculum;
- To facilitate discussion in the classroom;
- To capture students' interest by looking at issues through a "local lens";
- To involve students in cooperative learning teams;
- To develop and refine students' analytical and problem-solving skills;
- To encourage students to carry out historical research;
- To kick off National History Day projects.

Introduction to the Components of the Primary Source Kit

A TEACHER'S GUIDE TO INTERPRETING PRIMARY SOURCES

Encountering Maryland's Past: An Introduction to the Primary Source Kit
This section includes an overview of the primary source kit and an introduction to primary and secondary sources.

Strategies for Using Primary Sources in the Classroom
This section presents strategies for incorporating primary sources into the classroom. "Using Primary Sources in the Classroom: Lesson Plan Ideas" includes instructions for taking both a first look and an in-depth look at primary sources. "Using Primary Sources in the Classroom: Creative Ideas from Maryland Teachers" presents a variety of activities for using primary sources to teach history, social studies, language arts, and the arts.

Reproducible Worksheets
This instructional set includes worksheets to teach students how to:

- distinguish between primary and secondary sources;
- interpret different types of primary sources (e.g. broadside/ads, documents, maps, pictures, objects, and oral histories);
- conduct an oral history;
- take an idea and turn it into a research project.

The worksheets guide students in a thorough examination of all facets of the source so that they are prepared to make strong conclusions supported by the source. *All of the worksheets are reproducible.* In addition to serving as "tools for decoding" primary sources in ***Encountering Maryland's Past***, the worksheets are designed to work well with a variety of primary sources, including materials teachers might borrow from another cultural institution or bring from home.

Materials Useful for Historical Research Projects
Included in the teacher's guide is a guide for students on how to conduct historical research, guidelines for creating an annotated bibliography, a timeline for History Day and other long-term research projects, and a rubric for assessing student research projects.

Introducing National History Day
This section provides a brief overview of this national program for middle and high school students, including where to go for more information.

VOLUME OF PRIMARY SOURCES

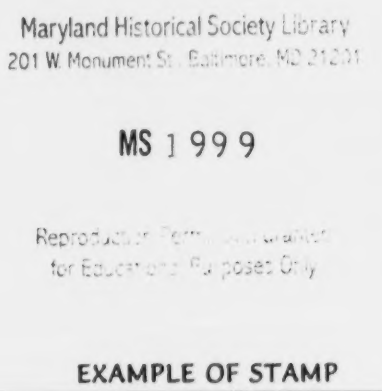
Primary Sources

Within the kits, teachers will find a set of primary sources drawn from the collection of the Maryland Historical Society. Dating from the earliest days of Maryland settlement to the present, each source has relevance to the annual History Day theme.

All primary sources are reproducible. Each source is marked with a stamp that indicates the location of the source within the Maryland Historical Society collection and documents the right to reproduce sources for educational use.

Key to abbreviations

MS = Manuscripts Department
PP = Prints and Photographs Department
REF = Reference Department
VF = Vertical Files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EXAMPLE OF STAMP

Context Pages

The context pages provide a way for teachers (and students) to familiarize themselves with the sources prior to their use in the classroom. These pages include the following information for each source:

- ***A bibliographic entry***
- ***The What? Who? When? Where? and Why? of the source***
- ***A brief description with background information***
- ***Reference to a secondary source with more information on topic(s) explored by the source***

All references will be to *Maryland: A Middle Temperament* by Robert J. Brugger.

- ***Research topics and discussion prompts***
  Each source is multi-faceted and should lend itself to the discussion and investigation of a variety of topics. Listed on each context page are research topics for each source. Note that some of the research topics are *recurrent themes*, appearing throughout the volume. By focusing on one of the recurrent themes, students can make connections between sources, working with more than one to investigate a general historical theme.

Correlation of Sources with MSPAP and Core Learning Goals for Social Studies

These charts relate the sources to the goals of the Maryland School Performance Program.

"The Top Ten" for Elementary School Students

This section suggests ways to use this volume's sources with elementary school students.

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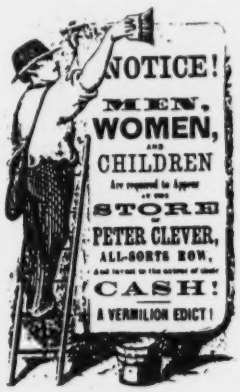
ENCOUNTERING MARYLAND'S PAST
Source Kit from the Maryland Historical Society
A Primary

KEY TO
PRIMARY SOURCE ICONS



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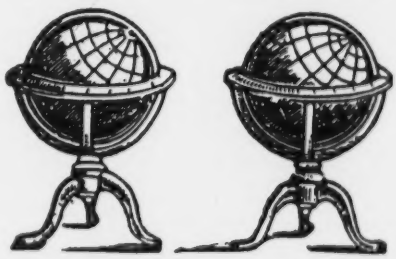

MAP

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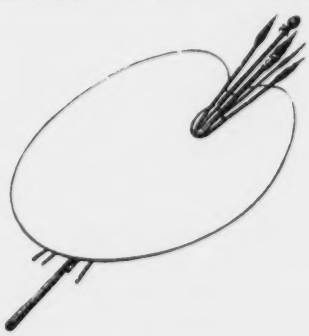

PICTURE

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"The Top Ten" for Elementary School Students
Number Six

Source 26-"Sweat Shops"

Note to teacher: Most students in elementary school will not be able to read independently and understand this text. It is likely that you will need to make some modifications to assure understanding. You may use one or more of the following strategies, or use your own.

1. Display the report in front of the class. You may enlarge the report or transfer it onto an overhead. You may also want to give each student a copy of the report. As a group, read the report aloud. Stop and check for understanding as frequently as your class requires. Calling on students to read as much as their ability allows will help to keep their attention. During the reading you should highlight the descriptions of the work conditions on the enlarged copy so that the class can easily refer back to that information.

2. Before class begins the teacher will write on a piece of chart paper the information needed to fill in the chart under **Organizing This Data** (see section below). Give each student a copy of the report. As a group, read the report aloud. Stop and check for understanding as frequently as your class requires. Calling on students to read as much as their ability allows will help to keep their attention. Review the information on the chart paper.

3. Record the text on tape and allow students to listen in small groups while following along. This will allow the students to stop the tape and highlight the important ideas needed to fill in the chart under **Organizing This Data.**

4. Write the text on your class's grade level.

Focus Questions

1. Would you want to live in the shop on North Exeter Street? Support your answer with information from the report.

2. What was Rachel Finger's reason for having a shop that was "horrible to behold?"

3. What evidence from the report is there that children live in these environments?

What Was This Work Like?

Go to the cafeteria or gym. Break the class into three groups. Give each group a sweatshop from the text to represent. Note that the shops on North Exeter and East Lombard will both need five "men" and six "girls," while the shop on Little McElderry has only about two "men" and two or three "girls." Using the descriptions in the report, have students recreate the sweatshops by measuring and marking off the areas of the shops. Then have students role-play the daily activities in the shops. Ask the students to think about whether or not they have enough room to do their work comfortably and safely. Be sure that each group has a chance to see the other two. If you have the resources, videotape the groups as they role-

play. If you do not record the role-plays, have the students take notes on each shop. Have the students use the role-plays to complete the following prompt.

Organizing This Data
Create a chart comparing the three shops. The chart may be set up as follows:

Details	North Exeter Street	East Lombard Street	Little McElderry Street
size			
# of employees			
neatness			
product			

Culminating Writing Activity

SWEATSHOPS

You work for the Bureau of Industrial Statistics in Maryland. You have just visited the sweatshops with your boss, A.B. Howard Jr., and you want to write to inform your friend about the three shops in the text. Your friend is coming to Baltimore soon and is going to be looking for work upon arrival. Write this friend a letter informing him/her about these shops. The more information you can include in this letter, the more informed your friend will be about choosing a job. Be sure to include all of the parts of a friendly letter.

"The Top Ten" for Elementary School Students
Number Seven

Source 28-Photograph of suffragists on the march in Washington, D.C. and Source 38-Photograph of picketers in Front of Ford's Theater

Introduction
In cooperative groups, have students brainstorm a list of injustices they have witnessed at school. When they are finished brainstorming, have them chose one rule or procedure they feel is unfair that they would like to protest. Based upon the injustice that their group chose, each student should independently complete the following two prompts (see Picket Signs and Persuasive Speech).

Picket Signs
Examine the photographs of the protests. The people are carrying signs they hope will persuade the government. Notice how the signs are large with short, clear words. They can be read from far away and by everyone watching the march.

You will be creating your own persuasive picket sign. Write a phrase that strongly expresses your opinion about the injustice your group chose. Remember you are writing to persuade, so be sure your words encourage people to share your opinion. Take advantage of resources such as a thesaurus if you need help choosing the best words.

On a piece of cardboard write out your phrase and illustrate the injustice. It is important to write large, neat words. The more color you use, the more attention your poster will get.

Persuasive Speech
Write a speech to persuade the rest of the student body and your principal to support your idea. In order to influence people, you must support your opinion with examples. Include as many reasons as you can why you feel the rule or procedure needs to be changed.

Class March
1. In preparation for the march, have students re-examine the photographs. Highlight the uniformity of clothing, the neat appearance of the protestors, the way they are spread out, their facial expressions, etc..

2. Return students to their cooperative groups. As a group, decide what clothing, props, music, etc. will be most likely to persuade the audience.

3. Invite the audience that is to be persuaded (the rest of the student body and the principal) to come to the march.

4. On the day of the march, have students bring in their clothing and props.

5. Chose one group to march. You may want to chart a course for them to follow and give them a time limit. When they are finished marching, have each student in that group read his/her persuasive speech. It is important that the groups go one at a time so the focus is on one rule or procedure. This also allows the students to see the other groups' presentations.

"The Top Ten" for Elementary School Students
Number Eight

Source 31-Photograph of classroom at St. Vincent's Orphanage

Focus Question
In what ways is the classroom in the picture a better learning environment than your classroom? In what ways is your classroom a better learning environment? Support your answer using personal experience and what you observe from the photograph.

Photographic Examination
1. Divide the students into cooperative groups.

2. Pass out copies of the photograph to each group.

3. Have the students answer questions about the photograph. In what year do you think the picture was taken? What is the setting? What is happening? Give the photograph a title. Etc.

Note: You can also use the worksheet *How to Interpret a Picture* in the Teacher's Guide.

Comparing Then and Now
1. Compare your classroom to the classroom in the photograph. Use the T organizer to make the comparisons. For example:

our classroom	their classroom
one teacher	one teacher
about 25 students	about 45 students

2. Write a comparison paragraph highlighting at least two similarities and two differences between the classrooms.

Writing to Persuade
The boys in the classroom picture are all wearing uniforms. Some places in Maryland are now requiring students to wear uniforms to school. There are many reasons for this decision. One reason is so students will not be worried about what they are wearing and will focus greater attention on their schoolwork. Also, some students do not have or cannot afford the latest styles of clothing. If every student is wearing a uniform, those who do not have the popular clothes will not feel left out.

Would you like it if your school required every student to wear a uniform? Write a business letter to your principal persuading him/her to agree with your position. Be sure to include reasons to support your opinion.

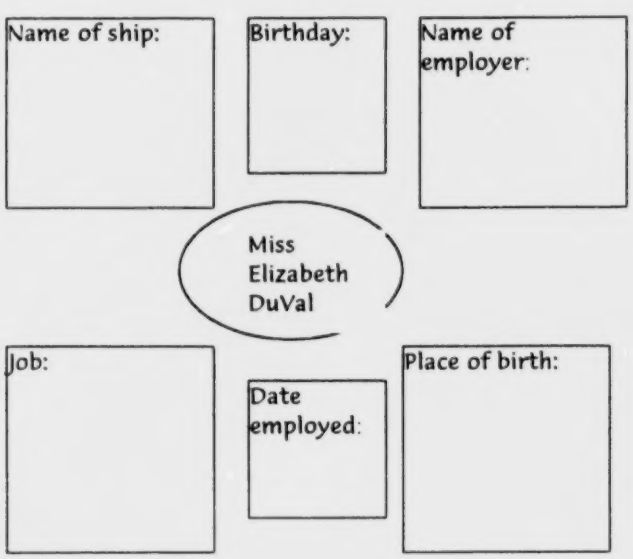
"The Top Ten" for Elementary School Students
Number Nine

Source 32-Elizabeth DuVal Papers

Focus Questions
Read Miss DuVal's documents in the order they were written.

1. Why is it significant that Miss DuVal held the position of radio operator?
2. What is the reason given by Mr. Chapman for relieving Miss DuVal of her duties in the letter written on December 6, 1918? Do you tnink that this reason supports his decision to fire her?
3. Did Miss DuVal want to keep her job as a radio operator? Support your answer using a quotation from one of the sources.
4. Why do you think Matilda Maloy from the Maryland Council of Defense thought that a letter from Miss DuVal would be "An interesting and inspiring message from a Maryland Woman?"
5. One of these sources is not an example of writing to inform. Which one is it? What was the author's purpose in writing this document?

Writing to Inform
Reread the letter to Miss DuVal from Matilda Maloy. Respond in a letter written from Miss DuVal's point of view. Before you begin writing, use the primary sources to fill in the graphic organizer. Your first paragraph will include the information from the organizer.



Before starting the second paragraph, read over the oath executed on September 27, 1917. In the second paragraph, explain to Matilda Maloy that you cannot share information about your experiences. As a pioneer, you do not want to hurt the chances of women being hired in the future by breaking your oath of silence. Explain your reasoning.

Writing to Persuade

Write a letter to persuade the superintendent of the Marconi Wireless Telegraph Company to keep Miss Duval at her current job. In order to influence him, you must support your opinion with reasons. Include as many reasons as you can.

"The Top Ten" for Elementary School Students
Number Ten

Source 36-Photograph of woman inspecting gun turret of bomber in Glenn L. Martin plant

Background Information

When a country enters a war, many industries in that country have to produce more than they did before the war. However, many of the workers are taken from the factories to become soldiers and fight. A problem for every country that fought in World War II was finding the human resources to do the jobs in the factories and make the things needed to fight the war. Maryland women were called upon to support the war effort by working in factories. The woman pictured worked in a Baltimore factory where she helped make a gun turret to be used in the war.

Focus Questions

1. How did Maryland women help our country fight World War II? Explain why this was so important.

2. What are human resources? Why was finding enough human resources a problem for the industry of every country that fought in World War II?

3. America was on the winning side of the war. When the men returned, many of the women who did a great job in the factories during the war had to give up their jobs so that men could take back their jobs. How would you feel about this if you were a hard-working woman who had to give up your job?

Write an Advertisement

1. As a group, brainstorm the things that are important to fighting a war. What else did our armed forces need to fight World War II (helmets, ammo, boots, airplanes, medical supplies)? If your group needs help getting started, use photographs from the war to get them going.

2. Have each group pick an item from the list.

3. Share a few help-wanted ads from the newspaper to demonstrate good examples of ads that persuade readers to take a job.

4. Have the students read and complete the prompt below. This writing assignment may lend itself to the computer. If you don't have software to complete this task, it may be done on paper.

HELP NEEDED!!!!!

Imagine that you are the manager of a Maryland factory at the beginning of World War II. Your factory produces the item needed for the war that you chose from the brainstorm list. You are faced with a real human resource problem. All of the workers in your factory have left to fight the war in Europe. To make matters worse, the government is telling you that

you have to make even more of your product than you did before you lost your workers. If you are not able to produce your product, the troops fighting the war will be in big trouble. You need workers fast!

You decide to create a poster to persuade women to come to your factory to work. You know that your audience is women that have not worked in factories before. Think of some ways you can persuade them to come and work for you. What things could you offer these women? List these below.

-

-

-

It is now time to create your poster. Remember that you are trying to persuade the women in your community to come to work at your factory.

Writing to Inform
When you finish your poster, think about where you would display it. You will want to put it where people will see and read it. Write a paragraph about your decision and turn it in with your poster.

Write a Business Letter
After the students have explored the changes in the workplace that occurred when men returned from the war, have the students write a business letter to inform a woman worker of the change in her status. The students will have to decide what they would do with the surplus of workers. If you have used the Help Needed!!!!! prompt, you may choose to continue with that situation.

"The Top Ten" for Elementary School Students
Number One

Source 1-"Nova Virginiae Tabula"

Focus Question
Examine the map. What evidence is there that early explorers did not look as closely at the Eastern Shore's topography as they did at the rest of the colony? What evidence is there that early explorers did not focus as closely on the outline of the Eastern Shore? How is its geography misrepresented? What is missing? In what ways is the part of the map west of the Chesapeake Bay more detailed than that of the Eastern Shore?

Compare
Make a T diagram or Venn diagram comparing the 1630 map with a modern map of Maryland. What map elements (e.g. compass rose, title) are included? Be sure to include the details that appear on both maps and the details that appear only on one.

1630 Map	Modern Map
Has a compass rose	Has a compass rose
North is pointed right	North is pointed up

How accurate is the map from 1630? Is it similar to today's map of Maryland? Pay close attention to the outline of the state. How is it different from today's map? Notice the title of the map. Do you see any state lines?

Discuss the orientation of the map. Why do you think the map is oriented a different way than our modern maps? How did the early explorers come to Maryland? By plane? By car? By ship? Why would their mode of transportation affect how they oriented their maps? From which direction did most explorers come? Why would this affect the way they oriented their maps?

Prompt
Give each student a copy of the 1630 map. Enlarge a copy of the early map and display it in front of the class next to a modern map. Be sure to orient the 1630 map so that North faces up as it does on the modern map. As a class, examine the modern map and point out major landmarks across the state (i.e. the Chesapeake Bay, the Eastern Shore, rivers). Locate these same landmarks on the 1630 map. On the modern map, have students locate where they live. Have them locate the same area on the 1630 map and circle it.

Find the Native American group that used to live in the area where you live. Research this tribe. How did they use the available natural resources? How were they affected by the arrival of European settlers?

"The Top Ten" for Elementary School Students
Number Two

Source 12-Manuscript of "The Star-Spangled Banner" and
Source 22-"Maryland, My Maryland!"

As a class or individually, read "The Star-Spangled Banner" and "Maryland, My Maryland!"

Focus Questions

1. How did Francis Scott Key feel about the American flag?
   a. afraid
   b. proud
   c. confused
   d. no feelings toward it

   List at least three examples from the poem that support your answer.

1. Which sentence best summarizes the main idea in "Maryland, My Maryland!"?
   a. Maryland's Chesapeake Bay is a great waterway.
   b. Marylanders will not fight because they want to keep their swords clean.
   c. Maryland has great musicians that play bugles, fifes, and drums.
   d. Maryland is smart and strong, and will fight with the South against the North.

   List at least three examples from the poem that support your answer.

Tying in Prior Knowledge

1. As a class, listen to a recording of "The Star-Spangled Banner." Be sure to choose a version that includes the words.

2. Have students list things that come to mind as they listen to the song.

3. Share and compare students' ideas. Record the ideas and display them in front of the class.

Note: An important connection to make is that between the anthem and the flag. Why do we look at the flag when the national anthem is played? What do you think "The Star-Spangled Banner" is? A flag? Our national anthem?

A Closer Look

1. This activity is designed to help students understand the ideas in "The Star-Spangled Banner." In cooperative groups, rewrite the first stanza of our national anthem. Emphasize that it should be in the students' own words and that any unfamiliar word should be looked up in a dictionary. An effective way to teach this would be to use the first line as a model. The teacher should display the line in front of the class and rewrite it for the students. Give the students a chance to rewrite the second line in their groups. As a class, review each group's rewording. Before moving on, be sure each group is clear on their objective and the meaning of the first two lines. The cooperative groups can then rewrite the rest of the stanza on their own.

2. Have each student read Key's poem and his/her group's version. Then each student should illustrate what he/she thinks Key observed when he was inspired to write his poem. Students can use lines in Key's poem as captions for their pictures.

Reading to Be Informed
Use the media center and other resources to find the answer to each poem's five Ws (What, Who, When, Where, Why).

Rhyme Patterns
1. Using "Maryland, My Maryland!", model how to decipher a rhyme pattern. For example:

The cat (A)
fell down (B)
on a hat (A)
with a frown. (B)
Then he was sad; (C)
one less hat he had. (C)

Notice that all the words marked (A) rhyme. The same goes for those marked (B) and those marked (C).

1. Now have students record the rhyme pattern for Key's entire poem. Give time for the students to record the pattern for the first four lines of the poem. Review as a class. Assign the rest of the poem as independent work.

2. Write your own poem using Key's rhyme pattern.

Comparing Texts
Using a graphic organizer (i.e. Venn diagram, T diagram), compare the two poems. When you are finished organizing your ideas, write your comparison in paragraph form. Be sure that your paragraph has at least two similarities and two differences.

Music
Have the students take a poem they enjoy and set it to music. They can perform their song in front of the class.

Later in American History
During the Civil War, each of these songs was used as an "anthem" by a different side. Lee's Confederate troops sang "Maryland, My Maryland!" as they crossed the Potomac into Maryland. A captured Maryland Union soldier wrote of singing "The Star-Spangled Banner" to drown out a Confederate band playing a favorite rebel song.

"The Top Ten" for Elementary School Students
Number Three

Source 15-"List of Passengers taken on board the Brig *Ornen*"

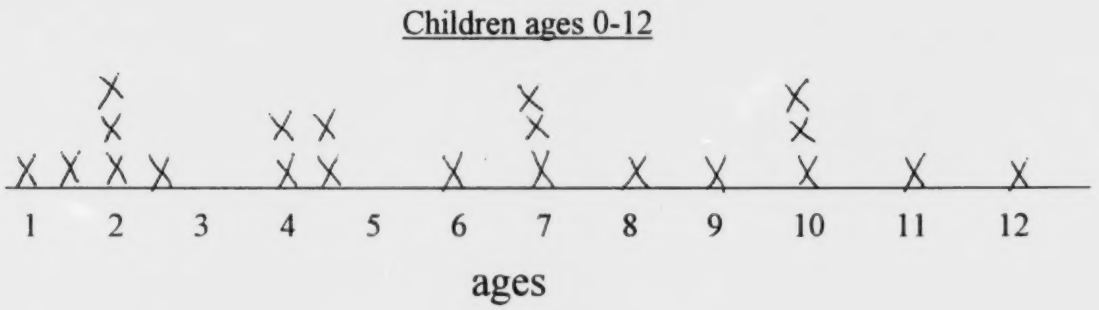
Focus Questions

Of 61 passengers listed, only 3 decided to go to Baltimore. Arnold Happ, a 72-year-old farmer, came to this industrial city. A married couple also came to Baltimore. They were a 48-year-old shoemaker named Michael Dannuso Danqua and his 42- year-old wife, Barbara.

Think about which person would have been most important to the people in this city. Would Baltimore need a shoemaker or a farmer? Who would find the natural resources they needed to be successful? Do you think that the farmer or the shoemaker had greater success in the industrial area of Baltimore? How could the farmer have adapted to the city? Support your answer.

Graphing

1. Have the students create a line plot displaying the ages of the children under 12 on the ship. See below.



2. Have the students read the data by answering the following questions:

a. How many children were younger than five? How do you think this affected the trip over? Support your answer by using your personal experiences with children under 5 and the data from the graph.

b. How many children on the boat were within two years of your age? Do you think you would have had children to play with on the trip? Support your answer by using your personal experiences and the data from the graph.

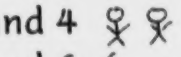
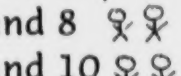
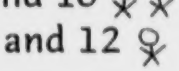
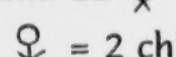
3. Have students create a bar graph illustrating:

-The numbers of male and female passengers
-Where the immigrants settled once they reached the United States
-Where the immigrants departed from in Europe

4. Create a pictograph illustrating:

-The age groups of the passengers using groupings of 10 years (0-10 years, 10-20 years, etc.)
-The ages of children 12 years old and under. See below.

Ages of Children 0-12

1 and 2
3 and 4 
5 and 6
7 and 8 
9 and 10 
11 and 12 

= 2 children

5. Have the students answer questions that you write by interpreting the data.

Mapping
Use a map of the world to trace the voyage of the immigrants. Give each student a map they can write on. Also give each student a copy of the passenger list, or transfer it onto an overhead for the entire class to use. Start at the top of the immigrant passenger list and find out where each passenger began and ended their journey. Students will record this information on their maps by drawing lines from the beginning city to the ending city. For example, Wilhelm Pastorius started in Prussia and ended up in Wisconsin. On their maps, students should draw a line from Prussia to Wisconsin. Count how many other people moved from Prussia to Wisconsin. Put the total number of people (38) who shared this trip on the line on the map. When they are finished, students should have lines drawn from Belgium to Michigan, Luxemburg to Wisconsin, and Prussia to Baltimore. Remember to put the number of immigrants who chose each route on the corresponding lines on the map.

Ask the students why they think the farmers from Prussia chose Wisconsin? Some reasons may be: plenty of natural resources required for farming, other immigrants from Prussia going to Wisconsin, the immigrants might have had family or friends already living in Wisconsin, etc..

Have the students look for and explain other trends. Did age, gender, occupation, place of origin, family structure, etc. influence the immigrants' decisions? What about those immigrants who did not follow the trends? Why do you think the 72-year-old farmer from Prussia did not follow others from his country and go to Wisconsin? What reasons might have taken him to Baltimore? Some reasons may be: family, friends, city life, he may not have had the resources to travel that far, not physically well enough to travel, etc..

"The Top Ten" for Elementary School Students
Number Four

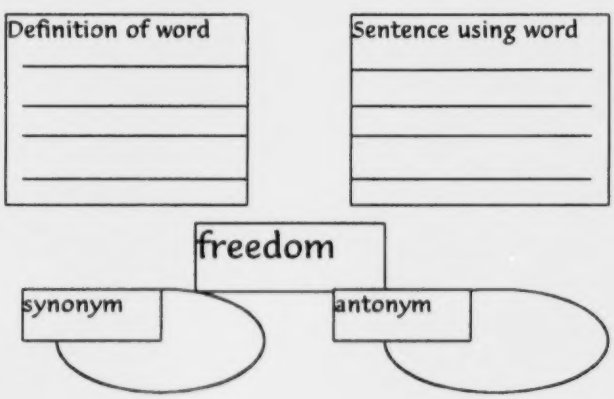
Source 17-Recommendation for permit to travel for Mary Hazard

Focus Questions
Display or hand out copies of the original request and the transcript. As a class, read the transcript. Answer the following questions:

1. Why does Mary Hazard want to go to Wilmington?
2. Do the authors know exactly how old Mary is?
3. Are all the parts of a friendly letter represented?
4. What grammar mistakes do you see? Spelling? Punctuation?
5. Look at the original request. Which signer wrote the letter? Support your answer.

Map Activity
1. As a class, map out a route Mary could have taken from Warwick, Cecil County, Maryland to Wilmington, Delaware. If possible, do not use a map with highway routes.
2. How do you think Mary would have traveled?
3. What physical obstacles would Mary have encountered on her journey?
4. How long do you think it took her to get to Wilmington?

Discussion
Complete the vocabulary web for the word freedom.



1. What did it mean for Mary to be a free African American?
2. Why did Mary Hazard need a pass to travel safely? Why would a free African American need a pass to travel?
3. What types of problems could she have encountered if she did not have a pass?

Relate to Personal Experience

1. Are you free?
2. When you travel, what rules do you have to follow?
3. Do you ever need a pass when you travel? Do you need a pass when you travel to a different country?
4. Have you ever been stopped when you were traveling? Would anyone ever stop you if you were going to the beach? To the bathroom? To China?
5. Mary Hazard had reason to be afraid as she traveled inside the United States. Anyone could have demanded to see her pass, and there was no guarantee that she wouldn't be arrested. Americans today are not faced with these problems when they travel, even if they go to another country. Why is Mary's situation unfair?

Compare

Research the rights of free blacks and enslaved African Americans in the 1800s. Use a chart to compare these rights. Write a paragraph describing the differences. In another paragraph describe how the rights of a free black person in the 1800s compare to the rights you have now as a free person.

"The Top Ten" for Elementary School Students
Number Five

Source 23-"View of Battlefield of Antietam [Where] Sumner's Corps Charged the Enemy" and "View of Ditch...Used...By Confederates {Antietam}"

Getting Started

1. On an overhead, show the students the stereoviews of the Antietam battlefield. Divide the students into groups of three. Without giving them any information, let them guess what the five Ws (What, Who, When, Where, Why) are in the picture. Have them write down their guesses.
2. Have the students locate Antietam National Park on a map of Maryland.

Reading to Be Informed

Historians sometimes encounter difficulties when using primary sources. For example, it is not easy to see many of the objects and people in these stereoviews. In order to get a more complete story, we need to find as many other resources as possible that tell us about this same event. This will shed some light on what has occurred in the pictures. Using the media center and the Internet, find out as much as you can about the Antietam battlefield. Using this new information about the Antietam battlefield and what you see in the stereoviews, find the five Ws for the pictures.

What? Antietam battlefield

Who?

When?

Where?

Why?

A Closer Look/Reading to Perform a Task

Now that you have researched the five Ws, it is easier to understand the pictures. Let's take a closer look.

1. Get a copy of both of the primary sources from your teacher.
2. Color the sky blue.
3. Color plants that appear alive green.
4. Color manmade objects that have been destroyed purple.
5. Color living people and animals yellow.
6. Color people who have been killed red.

Based upon your closer look, answer the following questions. These can be answered orally or in writing.

1. How many dead bodies did you find in the two stereoviews?
2. Find the manmade objects that were destroyed. What do you think these were before the battle?

3. What evidence from the stereoviews indicates that the pictures were taken after the battle?
4. What is occurring in each of the stereoviews?

Newspaper
You are a field reporter who has been assigned to cover the battle at Sharpsburg, Maryland. The date is September 18, 1862. Using resources about Antietam (you may include the research you have already done), write the front page for your newspaper for the day after the battle.

As a class, review the parts of a newspaper and how they are organized.

Article One: Writing to Inform
The front page of your newspaper will have a main informative article to explain what happened on September 17, 1862. Use your answers to the five Ws to write your article. Your first paragraph will give the setting (when? and where?) and who was involved. The second paragraph will inform your readers about what happened during and after the battle. Your third paragraph will answer the final W question: why did the battle occur? After you have written your article, choose a title that states the main idea of your article.

Article Two: Writing to Express Personal Ideas
Give a personal opinion about what you have witnessed. Be sure to give two details for each reaction.

Advertisement
You are in desperate need of help to care for the wounded. Write an advertisement asking for all available helpers to come to your house as soon as they are able. Include descriptions of the work the volunteers will be doing.

Encountering Maryland's Past, Volume 2: Turning Points in History and the *MSPAP Social Studies Outcomes and Indicators*, Grades 6 - 8: A Correlation

The following chart displays the correlation between the sources contained in *Encountering Maryland's Past*, Volume 2: Turning Points in History and the *Maryland School Performance Assessment Program (MSPAP) Outcomes and Indicators for Social Studies, Grades 6 -8.* Use the chart to relate the sources to your instructional program and the Social Studies Outcomes and Indicators.

SOURCE #	DATE OF SOURCE	MSPAP OUTCOME						
		Political Systems	Geography	Peoples of the Nation and the World	Economics	Skills and Processes	Valuing Self and Others	Understandings and Attitudes
1	1640		X			X		
2	1649	X		X		X		X
3	c. 1743			X		X	X	
4	1755 - 1880				X	X		
5	1775	X			X	X		X
6	1775	X			X	X		
7	1776	X			X	X		X
8	*** 1778	X				X		X
9	1782	X		X		X		
10	1782				X	X		
11	1794	X				X		X
12	1814					X		
13	1814					X		
14	1832 - 1834	X				X		X
15	1843		X		X	X	X	
16	1847 - c. 1857		X		X	X		
17	1848	X				X	X	X
18	1858	X			X	X	X	
19	1860	X				X		
20	1860	X				X		
21	1862	X				X		
22	1862 - c. 1863	X				X		
23	1863			X		X		
24	1865 - c. 1870	X				X		
25	c. 1881	X				X		
26	1895				X	X		
27	c. 1910		X			X		
28	c. 1911	X				X		
29	1915	X				X		
30	c. 1915				X	X		
31	c. 1915					X		X
32	1917 - 1918					X	X	
33	1918 - 1978	X				X		
34	c. 1933				X	X		
35	1940					X		
36	1943				X	X		
37	1950 - 1954					X		
38	1951					X	X	
39	1974				X	X		
40	1976	X				X		

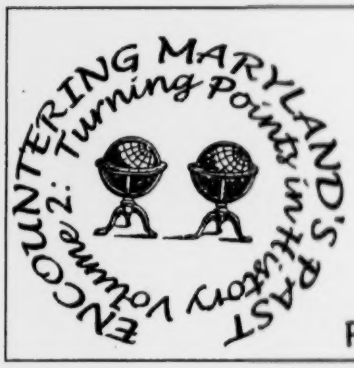
Encountering Maryland's Past, Volume 2: Turning Points in History and the *Maryland High School Core Learning Goals*: A Correlation

The following chart displays the correlation between the sources contained in *Encountering Maryland's Past*, Volume 2: Turning Points in History and the *Maryland High School Core Learning Goals for Social Studies*. Use the chart to relate the sources to your instructional program and the *Core Learning Goals* for United States History and Government.

GOAL 1: Political Systems
GOAL 2: Peoples of the Nation and World
GOAL 3: Geography
GOAL 4: Economics

SOURCE #	DATE of SOURCE	Core Learning Goal UNITED STATES HISTORY	Core Learning Goal GOVERNMENT
1	1640	*	*
2	1649	*	*
3	c. 1743	*	*
4	1755 - 1880	*	*
5	1775	*	*
6	1775	*	*
7	1776	*	*
8	1778	*	*
9	1782	*	*
10	1782	*	*
11	1794	*	*
12	1814	*	*
13	1814	*	*
14	1832 - 1834	*	*
15	1843	Goal 1, Expectation 2, Indicator 5	
16	1847 - c. 1857	Goal 3, Expectation 1, Indicator 4	
17	1848		
18	1858	Goal 1, Expectation 2, Indicator 5	Goal 1, Expectation 1, Indicator 4
19	1860	Goal 1, Expectation 1, Indicator 2	Goal 1, Expectation 1, Indicator 2
20	1860	Goal 1, Expectation 1, Indicator 2	
21	1862	Goal 1, Expectation 1, Indicator 8	Goal 1, Expectation 1, Indicator 4
22	1862 - c. 1863	Goal 1, Expectation 1, Indicator 8	Goal 1, Expectation 2, Indicator 4
23	1863		
24	1865 - c. 1870	Goal 1, Expectation 1, Indicator 4	
25	c. 1881	Goal 1, Expectation 1, Indicator 5	
26	1895	Goal 4, Expectation 1, Indicator 1	
27	c. 1910	Goal 3, Expectation 1, Indicator 4	
28	c. 1911	Goal 1, Expectation 2, Indicator 3	Goal 1, Expectation 1, Indicator 4
29	1915	Goal 1, Expectation 2, Indicator 3	Goal 1, Expectation 1, Indicator 4
30	c. 1915	Goal 4, Expectation 1, Indicator 1	
31	c. 1915	Goal 1, Expectation 1, Indicator 5	
32	1917 - 1918	Goal 2, Expectation 1, Indicator 2	
33	1918 - 1978	Goal 1, Expectation 1, Indicator 8	
34	c. 1933		
35	1940	Goal 2, Expectation 2, Indicator 2	
36	1943	Goal 2, Expectation 1, Indicator 2	
37	1950 - 1954	Goal 2, Expectation 1, Indicator 3	Goal 1, Expectation 1, Indicator 4
38	1951		Goal 1, Expectation 1, Indicator 4
39	1974		
40	1976		Goal 1, Expectation 1, Indicator 4

* These sources pre-date the chronological framework for the Maryland High School Core Learning Goals.



PRIMARY SOURCE # 1 (MAP)

Blaeu, Willem. "Nova Virginiae Tabula." Amsterdam: Willem Blaeu, 1640. Map Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? A map of Maryland

WHO? Printed by Willem Blaeu

WHEN? Plate altered in 1630; printed in 1640

WHERE? Shows what is now Virginia, Maryland, and Delaware; printed in Amsterdam

WHY? To promote exploration of America

Description of the Source

"Nova Virginiae Tabula" is the first map in a series of nine inspired by explorer John Smith's map, "Virginia." Smith's map was noted for its accuracy; archeologists have even referred to it to locate Native American settlements. The original engraved printing plate for this map belonged to Jodocus Hondius Jr., a Dutch publisher. In 1629, a famous Dutch cartographer, Willem Blaeu, purchased the plate from Hondius' estate. He altered the plate by erasing the name of his rival and adding his own name. He then printed this version from 1630 to 1667. Note the orientation of the map and its accurate representation of the Maryland shoreline. Also note that the locations of various Native American tribes are carefully plotted.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, p. 3. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- What is the head-right system, and how did it affect the composition of Maryland's population? Was this in keeping with Lord Baltimore's vision for the colony?
- Describe the topography of Maryland. How did these conditions influence settlement patterns?
- How did the settlers relate to and interact with Native Americans already occupying the land?
- Compare and contrast the motivations of the first settlers in Maryland and Virginia.
- How do early settlers' descriptions compare to the description provided by the map?
- Why was the settlement of Maryland and Virginia a turning point in English and Native American history?

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PRIMARY SOURCE # 2 (AD/BROADSIDE)

General Assembly of Maryland. "A Law of Maryland Concerning Religion [1649]." Broadside Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Broadside that proclaims the colony's policy of religious toleration

WHO? Enacted by the General Assembly of Maryland

WHEN? 1649

WHERE? Maryland; enacted in St. Mary's City

WHY? To guarantee religious freedom to Maryland colonists

Description of the Source

This 1649 act (later known as the Toleration Act) officially sanctioned the religious toleration that had characterized Maryland since its earliest days and that had been part of Cecil Calvert's vision for the colony. It guaranteed colonists the right to practice the Christian religion of their choice and set severe penalties for interfering with or denigrating the religious practices of others. The first law in the British Empire to grant religious freedom, this measure protected Maryland's Catholics while reassuring the Protestants arriving at the colony. Notice, however, that the law imposed a death sentence upon non-Christians.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 52-56. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- Why was religious toleration so important to Cecil Calvert?
- What were the other colonies' positions on religion?
- Investigate the evolution of legislation regarding religious tolerance in Maryland.
- Examine the contradiction between American democracy and the suppression of rights.
- How did religion impact the social, political, and economic structures of Maryland?
- Investigate the reasons why other colonies were founded in the New World and compare and contrast them to the reasons for Maryland's founding.
- Did the Toleration Act of 1649 end the tensions between Protestants and Catholics in Maryland?
- Investigate the conditions in England that provided the impetus for this legislation in North America.
- What influence did the Protestant Reformation have in England?
- What impact did this legislation have on migration and settlement patterns in Maryland?

A LAW
OF
MARYLAND
Concerning
RELIGION.

FOraſmuch as in a well-governed and Chriſtian Commonwealth, Matters concerning Religion and the Honour of God ought to be in the firſt place to be taken into ſerious conſideration, and endeavoured to be ſettled. Be it therefore Ordained and Enacted by the Right Honourable *CAECILIUS* Lord Baron of *Baltemore*, abſolute Lord and Proprietary of this Province, with the Advice and Conſent of the Upper and Lower Houſe of this General Aſſembly, That whatſoever perſon or perſons within this Province and the Iſlands thereunto belonging, ſhall from henceforth blaſpheme GOD, that is curſe him; or ſhall deny our Saviour JESUS CHRIST to be the Son of God; or ſhall deny the Holy Trinity, the Father, Son, & Holy Ghoſt; or the Godhead of any of the ſaid Three Perſons of the Trinity, or the Unity of the Godhead, or ſhall uſe or utter any reproachful ſpeeches, words, or language, concerning the Holy Trinity, or any of the ſaid three Perſons thereof, ſhall be puniſhed with death, and confiſcation or forfeiture of all his or her Lands and Goods to the Lord Proprietary and his Heirs.

And be it alſo enacted by the Authority, and with the advice and aſſent aforeſaid, That whatſoever perſon or perſons ſhall from henceforth uſe or utter any reproachful words or ſpeeches concerning the bleſſed Virgin *MARY*, the Mother of our Saviour, or the holy Apoſtles or Evangeliſts, or any of them, ſhall in ſuch caſe for the firſt Offence forfeit to the ſaid Lord Proprietary and his Heirs, Lords and Proprietaries of this Province, the ſum of Five pounds Sterling, or the value thereof to be levied on the goods and chattels of every ſuch perſon ſo offending; but in caſe ſuch offender or offenders ſhall not then have goods and chattels ſufficient for the ſatisfying of ſuch forfeiture, or that the ſame be not otherwiſe ſpeedily ſatisfied, that then ſuch offender or offenders ſhall be publickly whipt, and be impriſoned during the pleaſure of the Lord Proprietary, or the Lieutenant or Chief Governor of this Province for the time being: And that every ſuch offender and offenders for every ſecond offence ſhall forfeit Ten Pounds Sterling, or the value thereof to be levied as aforeſaid; or in caſe ſuch offender or offenders ſhall not then have goods and chattels within this Province ſufficient for that purpoſe, then to be publickly and ſeverely whipt and impriſoned as before is expreſſed: and that every perſon or perſons before mentioned, offending herein the third time, ſhall for ſuch third offence, forfeit all his lands and goods, and be for ever baniſht and expelled out of this Province.

And be it alſo further Enacted by the ſame Authority, advice, and aſſent, That whatſoever perſon or perſons ſhall from henceforth upon any occaſion of offence, or otherwiſe in a reproachful manner or way, declare, call, or denominate, any perſon or perſons whatſoever, inhabiting, reſiding, trafficking, trading, or commercing within this Province, or within any the Ports, Harbours, Creeks or Havens to the ſame belonging, an Heretick, Schiſmatick, Idolater, Puritan, Presbyterian, Independant, Popiſh Prieſt, Jeſuit, Jeſuited Papiſt, Lutheran, Calviniſt, Anabaptiſt, Browniſt, Barrowiſt, Antinomian, Roundhead, Separatiſt, or other name or term in a reproachfull manner relating to matter of Religion, ſhall for every ſuch offence forfeit and loſe the ſum of Ten ſhillings Sterling, or the value thereof, to be levied of the goods and chattells of every ſuch offender and offenders, the one half thereof to be forfeited and paid unto the perſon & perſons of whom ſuch reproachful words are, or ſhall be ſpoken or uttered, and the other half thereof to the Lord Proprietary and his Heirs, Lords and Proprietaries of this Province: But if ſuch perſon or perſons who ſhall at any time uttter or ſpeak any ſuch reproachful words or language, ſhall not have goods or chattels ſufficient and overt within this Province to be taken to ſatisfy the penalty aforeſaid, or that the ſame be not otherwiſe ſpeedily ſatisfied, that then the perſon and perſons ſo offending ſhall be publickly whipt, and ſhall ſuffer impriſonment without Bail or Mainpriſe untill he, ſhe, or they, reſpectively, ſhall ſatisfie the party offended or grieved by ſuch reproachfull Language, by asking him or her reſpectively forgiveneſs publickly, for ſuch his offence, before the Magiſtrate or chief Officer or Officers of the Town or place where ſuch offence ſhall be given.

And be further likewiſe enacted by the authority and conſent aforeſaid, that every perſon and perſons within this Province, that ſhall at any time hereafter prophane the Sabbath, or Lords day, called Sunday, by frequent ſwearing, drunkenneſs, or by any uncivil or diſorderly Recreation, or by working on that day when abſolute neceſſity doth not require, ſhall for every ſuch firſt offence forfeit two ſhillings ſix pence Sterling, or the value thereof; and for the ſecond offence five ſhillings Sterling, or the value thereof; and for the third offence, and for every time he ſhall offend in like manner afterwards, Ten ſhillings Sterling, or the value thereof; and in caſe ſuch offender or offenders ſhall not have ſufficient goods or chattels within this Province to ſatisfy any of the aforeſaid penalties reſpectively hereby impoſed for prophaning the Sabbath or Lords day called Sunday as aforeſaid, then in every ſuch caſe the party ſo offending ſhall for the firſt and ſecond offence in that kind be impriſoned till he or ſhe ſhall publickly in open Court before the chief Commander, Judge or Magiſtrate of that County, Town, or Precinct wherein ſuch offence ſhall be committed, acknowledge the ſcandal and offence he hath in that reſpect given, againſt God, and the good and civil Government of this Province: and for the third offence and for every time after ſhall alſo be publickly whipt.

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And whereas the inforcing of the Conſcience in matter of Religion hath frequently fallen out to be of dangerous conſequence in thoſe Commonwealths where it hath been practiſed, and for the more quiet and peaceable Government of this Province, and the better to preſerve mutual love & unity amongſt the Inhabitants here, Be it therefore alſo by the Lord Proprietary with the advice and aſſent of this Aſſembly, ordained and enacted, except as in this preſent Act is before declared and ſet forth, that no perſon or perſons whatſoever within this Province, or the Iſlands, Ports, Harbors, Creeks, or Havens thereunto belonging, profeſſing to believe in Jeſus Chriſt, ſhall from henceforth be any ways troubled, moleſted, or diſcountenanced, for, or in reſpect of his or her Religion nor in the free exerciſe thereof within this Province or the Iſlands thereunto belonging, nor any way compell'd to the belief or exerciſe of any other Religion, againſt his or her conſent, ſo as they be not unfaithfull to the Lord Proprietary, or moleſt or conſpire againſt the civil Government, eſtabliſhed or to be eſtabliſhed in this Province under him and his Heirs. And that all and every perſon and perſons that ſhall preſume contrary to this Act and the true intent & meaning thereof, directly or indirectly, either in perſon or eſtate, willfully to wrong, diſturb, or trouble, or moleſt any perſon or perſons whatſoever within this Province, profeſſing to be believe in Jeſus Chriſt, for or in reſpect of his or her Religion, or the free exerciſe thereof within this Province, otherwiſe then is provided for in this Act, that ſuch perſon or perſons ſo offending ſhall be compelled to pay treble damages to the party ſo wronged or moleſted, and for every ſuch offence ſhall alſo forfeit Twenty ſhillings Sterling in Money, or the value thereof, half thereof for the uſe of the Lord Proprietary and his Heirs, Lords and Proprietaries of this Province, and the other half thereof for the uſe of the Party ſo wronged or moleſted as aforeſaid; or if the party ſo offending as aforeſaid, ſhall refuſe or be unable to recompence the party ſo wronged, or to ſatisfy ſuch fine or forfeiture, then ſuch offender ſhall be ſeverely puniſhed by publick whipping and impriſonment during the pleaſure of the Lord Proprietary or his Lieutenant or chief Governor of this Province for the time being, without Bail or Mainpriſe.

And be it further alſo enacted by the authority and conſent aforeſaid, that the Sheriff or other Officer or Officers from time to time to be appointed and authorized for that purpoſe of the County, Town, or Precinct where every particular offence in this preſent Act contained, ſhall happen at any time to be committed, and whereupon there is hereby a forfeiture, fine, or penalty impoſed, ſhall from time to time diſtrain, and ſeize the goods and eſtate of every ſuch perſon ſo offending as aforeſaid againſt this preſent Act or any part thereof, and ſell the ſame or any part thereof for the full ſatisfaction of ſuch forfeiture, fine, or penalty as aforeſaid, reſtoring to the party ſo offending, the remainder or overplus of the ſaid goods or eſtate, after ſuch ſatisfaction ſo made as aforeſaid.

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Maryland.

This Province was so called by King Charles I, *in honour of his beloved Queen* Henrietta Maria, *when he gave it by Charter to* Calvert *Lord* Baltimore, *in whose Family the Property still continues. But the Nomination of the Governor & Council has been in the Crown ever since ye Reign of King* William. *As ye first Lords Proprietors were Roman Catholicks, the Original Planters were chiefly of that Religion: But those of the Church of England are now more numerous than the Papists and Dissenters together. They are in the whole computed at about Thirty Thousand.*

Maryland lies on both sides of ye Bay of Chesapeak, *and is bounded on the South by* Virginia, *on the East by the*

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PRIMARY SOURCE # 3 (DOCUMENT)

Bickham, George. "Maryland [c. 1743]." In *The British Monarchy.* Small Prints Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Document that describes the founding of Maryland

WHO? Included in *The British Monarchy*, a book by George Bickham

WHEN? Printed c. 1743; describes the 1640s

WHERE? Maryland

WHY? To record the early history of the Maryland colony as part of the British Empire

Description of the Source

This document relates the story of Maryland's founding. Most interesting is the image featuring Native Americans that decorates the top of the document. The earliest settlers of Maryland encountered a few thousand Native Americans from approximately forty different tribes. Most were of the Algonquin family, a peaceful and loosely governed group of woodland Native Americans. Marylanders easily befriended the Algonquins by promising them protection from the Susquehannocks, the more warlike Iroquois tribe of far northeastern Maryland. According to early settlers' accounts, the Native Americans wore deerskin aprons and ornaments of beads, shells, animal bones, and copper. Although both men and women wore their hair long, men's styles were more elaborate. In addition, men sometimes adorned their bodies with paint or tattoos.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 5-6. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How did the settlers relate to and interact with Native Americans already occupying the land?
- Why was the settlement of Maryland and Virginia a turning point in English and Native American history?
- Explore the life of the Algonquins just prior to the arrival of the Maryland settlers. What was their daily life like? What problems did they face? How was life changed by the arrival of the settlers?
- How did relations between the Native Americans and the Maryland settlers change during the seventeenth and eighteenth centuries?
- How did religion influence the relationship between the Algonquins and the settlers?

PRIMARY SOURCE # 4 (AD/BROADSIDE)

Calvert, Benedict. "Advertisement [23 July 1755]." Broadside Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Advertisement for a runaway indentured servant

WHO? Written by Benedict Calvert in pursuit of John Anderson

WHEN? July 23, 1755

WHERE? Prince George's County

WHY? To obtain information about or recover an escaped indentured servant

Description of the Source

Together these two sources provide information about indentured servitude in early Maryland. In exchange for transportation to the colony, indentured servants agreed to serve a given master for a term of four to five years. At the completion of that term, masters were obligated to provide servants with clothing, a year's supply of corn, and the right to claim fifty acres of land. George Alsop argues that the indenture of Britain's less skilled young adults in America is beneficial to the servant, the colony, and Britain. He insists that Maryland servants are treated better and enjoy more reasonable hours than servants in Britain do, and Maryland servants are allowed to choose their own masters. Although Alsop paints a cheerful picture of servitude in the colony, John Anderson's escape from his indenture suggests that the situation was not always ideal, even for skilled servants who received the kindest treatment. The difficult work and living conditions severely compromised the health of most servants. As a result, many servants were unable to claim their land because they lacked the funds to pay for the associated fees.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 16, 24. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- Compare and contrast the experiences of skilled and unskilled indentured servants.
- Why did Lord Baltimore and landowners encourage indentured servitude?
- In what way could and did indentured servants claim some control over their lives?
- What were the economic advantages and disadvantages of indentured servitude?
- What conditions led to the switch from indentured servitude to chattel slavery?

ADVERTISEMENT.

July 23, 1755.

RAN away, Yeſterday Morning, from the Plantation of *Benedict Calvert*, Eſq; at the *Wood-Yard* in *Prince-George*'s County, a Servant Man, named *John Anderſon*, a Brick-maker by Trade, about 5 Feet 10 Inches high, ſpeaks very broad *Engliſh*, wears his own Hair, was born in *Leiceſterſhire*, and is double-jointed. He had on and with him, a Fearnothing Jacket, with black Horn Buttons, two ſtriped Flannel Jackets, two Oſnabrigs Shirts, two Pair of Trowſers, a Pair of Shoes, ſeveral Pair of Worſted Stockings, and a Pair of Steel Buckles.

Whoever takes up the ſaid Servant, and delivers him at the ſaid Plantation, or at *Annapolis*, ſhall have a Reward of Two PISTOLES, and reaſonable Charges, paid by

BENEDICT CALVERT.

PRIMARY SOURCE # 4 (DOCUMENT)

Alsop, George. "A Character of the Province of Maryland [1666]." Reprinted in *Gowan's Bibliotheca Americana*, vol. 5. Baltimore, 1880. MF 176.M37, Fund Publication, no. 15. Rare Books Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Narrative that describes indentured servitude in Maryland

WHO? Written by George Alsop with the support of Lord Baltimore

WHEN? Written in 1666; this copy printed in 1880

WHERE? Maryland; originally printed in London, England

WHY? To persuade lower-class Englishmen of the advantages of indentured servitude in Maryland

Description of the Source

Together these two sources provide information about indentured servitude in early Maryland. In exchange for transportation to the colony, indentured servants agreed to serve a given master for a term of four to five years. At the completion of that term, masters were obligated to provide servants with clothing, a year's supply of corn, and the right to claim fifty acres of land. George Alsop argues that the indenture of Britain's less skilled young adults in America is beneficial to the servant, the colony, and Britain. He insists that Maryland servants are treated better and enjoy more reasonable hours than servants in Britain do, and Maryland servants are allowed to choose their own masters. Although Alsop paints a cheerful picture of servitude in the colony, John Anderson's escape from his indenture suggests that the situation was not always ideal, even for skilled servants who received the kindest treatment. The difficult work and living conditions severely compromised the health of most servants. As a result, many servants were unable to claim their land because they lacked the funds to pay for the associated fees.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 16, 24, 26-27. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- Compare and contrast the experiences of skilled and unskilled indentured servants.
- Why did Lord Baltimore and landowners encourage indentured servitude?
- In what ways could and did indentured servants claim some control over their lives?
- What were the economic advantages and disadvantages of indentured servitude?
- What conditions led to the switch from indentured servitude to chattel slavery?

Then methinks this may stop the mouths of those that will undiscreetly compassionate them that dwell under necessary Servitudes; for let but Parents of an indifferent capacity in Estates, when their Childrens age by computation speak them seventeen or eighteen years old, turn them loose to the wide world, without a seven years working Apprenticeship (being just brought up to the bare formality of a little reading and writing) and you shall immediately see how weak and shiftless they'le be towards the maintaining and supporting of themselves; and (without either stealing or begging) their bodies like a Sentinel must continually wait to see when their Souls will be frighted away by the pale Ghost of a starving want.

Then let such, where Providence hath ordained to live as Servants, either in *England* or beyond Sea, endure the prefixed yoak of their limited time with patience, and then in a small computation of years, by an industrious endeavour, they may become Masters and Mistresses of Families themselves. And let this be spoke to the deserved praise of *Mary-Land*, That the four years I served there were not to me so slavish, as a two years Servitude of a Handicraft Apprenticeship was here in *London*; *Volenti enim nil difficile*: Not that I write this to seduce or delude any, or to draw them from their native soyle, but out of a love to my Countrymen, whom in the general I wish well to, and that the lowest of them may live in such a capacity of Estate, as that the bare interest of

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their Livelihoods might not altogether depend upon persons of the greatest extendments.

Now those whose abilities here in *England* are capable of maintaining themselves in any reasonable and handsom manner, they had best so to remain, lest the roughness of the Ocean, together with the staring visages of the wilde Animals, which they may see after their arrival into the Country, may alter the natural dispositions of their bodies, that the stay'd and solid part that kept its motion by Doctor *Trigs* purgationary operation, may run beyond the byas of the wheel in a violent and laxative confusion.

Now contrarywise, they who are low, and make bare shifts to buoy themselves up above the shabby center of beggarly and incident casualties, I heartily could wish the removal of some of them into *Mary-Land*, which would make much better for them that stay'd behind, as well as it would advantage those that went.

They whose abilities cannot extend to purchase their own transportation into *Mary-Land* (and surely he that cannot command so small a sum for so great a matter, his life must needs be mighty low and dejected), I say they may for the debarment of a four years sordid liberty, go over into this Province and there live plentiously well. And what's a four years Servitude to advantage a man all the remainder of his dayes, making his predecessors happy in his suffi-

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cient abilities, which he attained to partly by the restrainment of so small a time?

Now those that commit themselves into the care of the Merchant to carry them over, they need not trouble themselves with any inquisitive search touching their Voyage; for there is such an honest care and provision made for them all the time they remain aboard the Ship, and are sailing over, that they want for nothing that is necessary and convenient.

The Merchant commonly before they go aboard the Ship, or set themselves in any forwardness for their Voyage, has Conditions of Agreements drawn between him and those that by a voluntary consent become his Servants, to serve him, his Heirs or Assigns, according as they in their primitive acquaintance have made their bargain (see note No. 34), some two, some three, some four years; and whatever the Master or Servant tyes himself up to here in *England* by Condition, the Laws of the Province will force a performance of when they come there: Yet here is this Priviledge in it when they arrive, If they dwell not with the Merchant they made their first agreement withall, they may choose whom they will serve their prefixed time with; and after their curiosity has pitcht on one whom they think fit for their turn, and that they may live well withall, the Merchant makes an Assignment of the Indenture over to him whom they of their free will have chosen to be their Master, in the same nature as we here in *England* (and no

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otherwise) turn over Covenant Servants or Apprentices from one Master to another. Then let those whose chaps are always breathing forth those filthy dregs of abusive exclamations, which are Lymbeckt from their sottish and preposterous brains, against this Country of *Mary-Land*, saying, That those which are transported over thither, are sold in open Market for Slaves, and draw in Carts like Horses; which is so damnable an untruth, that if they should search to the very Center of Hell, and enquire for a Lye of the most antient and damned stamp, I confidently believe they could not find one to parallel this: For know, That the Servants here in *Mary-Land* of all Colonies, distant or remote Plantations, have the least cause to complain, either for strictness of Servitude, want of Provisions, or need of Apparel: Five dayes and a half in the Summer weeks is the alotted time that they work in; and for two months, when the Sun predominates in the highest pitch of his heat, they claim an antient and customary Priviledge, to repose themselves three hours in the day within the house, and this is undeniably granted to them that work in the Fields.

In the Winter time, which lasteth three months (viz.), *December*, *January*, and *Febrnary*, they do little or no work or imployment, save cutting of wood to make good fires to sit by, unless their Ingenuity will prompt them to hunt the Deer, or Bear, or recreate themselves in Fowling, to slaughter the Swans, Geese, and Turkeys (which this Country affords in a most

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plentiful manner): For every Servant has a Gun, Powder and Shot allowed him, to sport him withall on all Holidayes and leasurable times, if he be capable of using it, or be willing to learn.

Now those Servants which come over into this Province, being Artificers, they never (during their Servitude) work in the Fields, or do any other imployment save that which their Handicraft and Mechanick endeavours are capable of putting them upon, and are esteem'd as well by their Masters, as those that imploy them, above measure. He that's a Tradesman here in *Mary-Land* (though a Servant), lives as well as most common Handicrafts do in *London*, though they may want something of that Liberty which Freemen have, to go and come at their pleasure; yet if it were rightly understood and considered, what most of the Liberties of the several poor Tradesmen are taken up about, and what a care and trouble attends that thing they call Liberty, which according to the common translation is but Idleness, and (if weighed in the Ballance of a just Reason) will be found to be much heavier and cloggy then the four years restrainment of a *Mary-Land* Servitude. He that lives in the nature of a Servant in this Province, must serve but four years by the Custom of the Country; and when the expiration of his time speaks him a Freeman, there's a Law in the Province, that enjoyns his Master whom he hath served to give him Fifty Acres of Land, Corn to serve him a whole year, three Suits of Apparel,

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with things necessary to them, and Tools to work withall; so that they are no sooner free, but they are ready to set up for themselves, and when once entred, they live passingly well. (See note No. 35).

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PRIMARY SOURCE # 5 (AD/BROADSIDE)

Fifth Maryland Convention Delegates. "Association of the Freemen of Maryland [26 July 1775]." Broadside Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Broadside that declares the formation of an association of freemen and announces their support of armed resistance against the British

WHO? Proclaimed by delegates to the Fifth Maryland Convention

WHEN? July 26, 1775

WHERE? Maryland; written in Annapolis

WHY? To declare a state of defense and ask colonists to pledge allegiance to the movement to resist British "tyranny"

Description of the Source

This broadside announces the formation of the "Association of the Freemen of Maryland" during the fifth meeting of the Maryland Convention, one of the colonists' primary extralegal governing bodies. It declares support for the Massachusetts Bay Colony, then enduring the Coercive Acts, and approves armed resistance to British troops. Note, however, that the delegates anticipated an eventual reconciliation between the colonies and Great Britain. They did not yet support independence. Every adult male in Maryland was expected to sign the association pledge or be reported to Annapolis as disloyal to the patriot government.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 106, 120-121, 123-124. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How did concerns peculiar to Maryland shape that colony's position on independence?
- At what time and why did the colonists cease to desire reconciliation with Great Britain and begin to demand independence?
- Why did Marylanders see the blockade of Boston as a turning point in the colonists' relationship with Great Britain?
- How did Loyalists' and patriots' perceptions of the British Acts differ?
- What motivated many colonists to support British policies and oppose colonial resistance?
- Investigate the extent to which colonial merchants were actually affected adversely by British policy.

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ASSOCIATION

OF THE FREEMEN OF

MARYLAND

July 26, 1775.

THE long premeditated, and now avowed design of the British government, to raise a revenue from the property of the colonists without their consent, on the gift, grant, and disposition of the commons of Great Britain; the arbitrary and vindictive statutes passed under colour of punishing a riot, to subdue by military force, and by famine, the Massachusetts Bay; the unlimited power assumed by parliament to alter the charters of that province, and the constitution of all the colonies, thereby destroying the essential security of the lives, liberties, and properties of the colonists; the commencement of hostilities by the ministerial forces, and the cruel prosecution of the war against the people of the Massachusetts Bay, following General Gage's proclamation, declaring almost the whole of the inhabitants of the united colonies, by name or description, rebels and traitors, are sufficient causes to arm a free people in defence of their liberties, and to justify resistance, no longer dictated by prudence merely, but by necessity, which leaves no alternative but base submission, or manly opposition to uncontroulable tyranny. The Congress chose the latter, and for the express purpose of securing and defending the united colonies, and preserving them in safety, against all attempts to carry the above-mentioned acts into execution by force of arms, resolved, that the said colonies be immediately put into a state of defence, and now supported, at the continental expence, an army to restrain the further progress of General Gage, and repel the future attacks of a disappointed and exasperated enemy.

WE therefore, inhabitants of the province of Maryland, firmly persuaded that it is [illegible] unjustifiable to repel force by force, in the case of the opposition by arms to the British troops, employed to enforce obedience to the late acts and statutes of the British parliament, for raising a revenue in America, and altering and changing the rights and constitution of the Massachusetts Bay, and for destroying the essential securities for the lives, liberties, and properties of the inhabitants of the united colonies. And WE do unite and associate, as one band, and firmly and solemnly engage and pledge ourselves to each other, and to [illegible] that we will, to the utmost of our power, promote, and support the just opposition as well by arms, as by the continental association restraining our commerce.

AND as in these times of public danger, and until a reconciliation with Great-Britain on constitutional principles is effected (an event we most ardently wish may soon take place) the energy of government may be greatly impaired, so that even zeal unrestrained, may be productive of anarchy and confusion; WE do in like manner unite, associate, and solemnly engage, in maintenance of good order, and the public peace, to support the civil power in the due execution of the laws, so far as may be consistent with the present plan of opposition; and to defend with our utmost power all persons from every species of outrage to themselves or their property, and to prevent any punishment, from being inflicted on any offenders, other than such, as shall be adjudged by the civil magistrate, the continental congress, our convention, council of safety, or committees of observation.

PRIMARY SOURCE # 6 (OBJECT)

Sparrow, Thomas. "Four Dollars [July 1775]." Annapolis: Frederick Green, 1775. Four-dollar note. Obsolete Currency Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Maryland four-dollar note

WHO? Printed by Frederick Green; woodcut by Thomas Sparrow

WHEN? July, 1775

WHERE? Maryland; printed in Annapolis

WHY? To show support for the resistance to British "tyranny"

Description of the Source

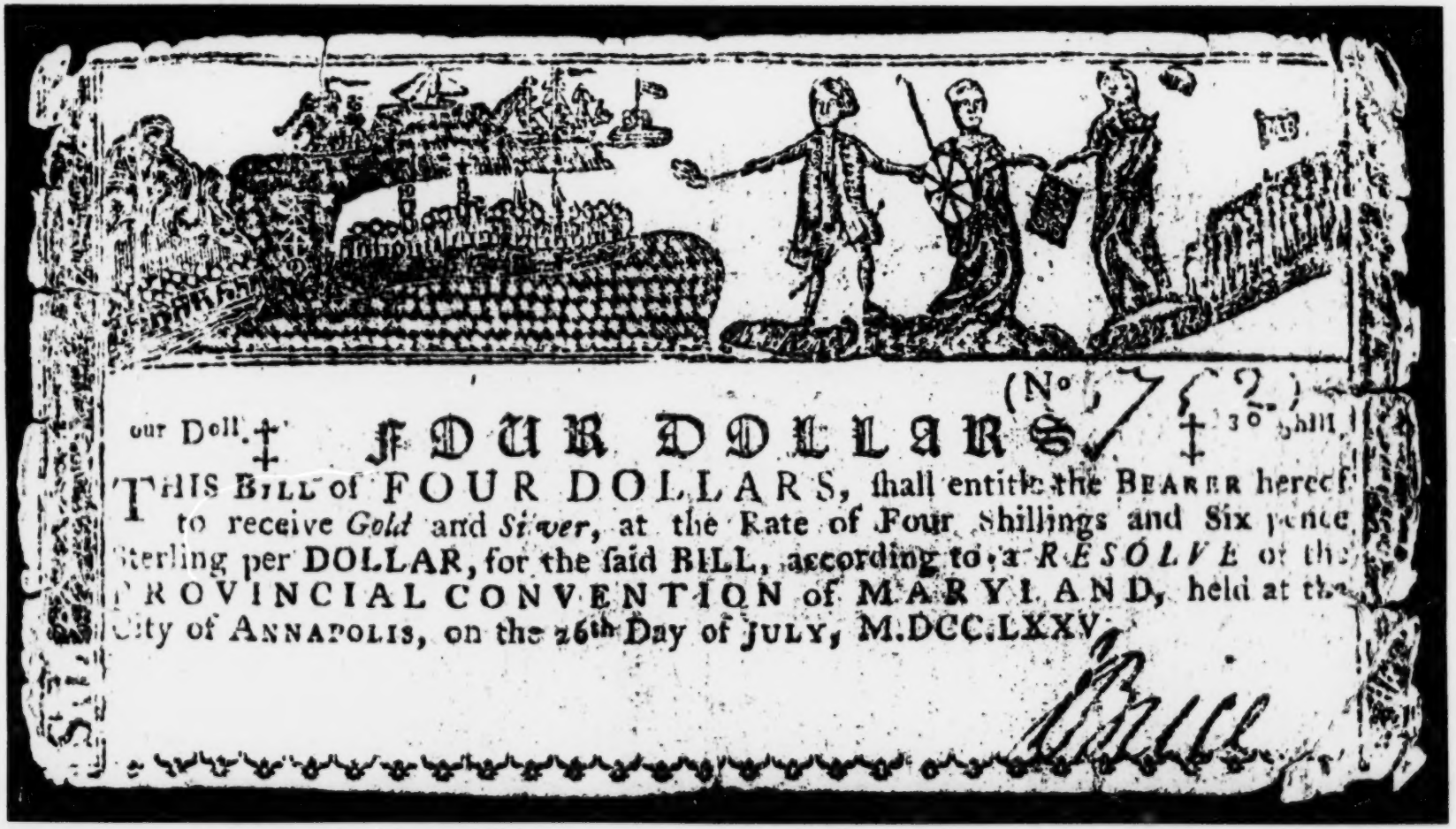
In June 1774, Marylanders called an extralegal convention of delegates to discuss Maryland's official stance in the conflict with Great Britain. The delegates acted as though their resolves carried the force of law, and by the meeting of the fourth convention in April, 1775, they had become the government of Maryland, assuming all law-making and regulatory powers. This four-dollar note references the Fifth Maryland Convention's regulation of currency and commerce. Note that the woodcut depicts Great Britain and King George III as abusive parents. This source can be interpreted as an object or as a picture.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 112-117. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How did the Maryland Convention assume governmental power? What was the reaction of the proprietary government?
- How did the provincial government enforce its authority?
- How did the colonies cooperate to regulate commerce?
- How did colonial currency serve as a form of propaganda?
- How did individual money for each colony lead to the decline in value of the dollar?
- What was the relationship of individual colonial currency to inflation?
- Which British policies hampered trade in the American colonies?
- How did concerns peculiar to Maryland shape that colony's position on independence?
- Describe the variety of colonial reactions to the policies of the British government.



our Doll. FOUR DOLLARS (No. 7 2.) 30 shill.

THIS BILL of FOUR DOLLARS, shall entitle the BEARER hereof to receive *Gold* and *Silver*, at the Rate of Four Shillings and Six pence Sterling per DOLLAR, for the said BILL, according to a *RESOLVE* of the PROVINCIAL CONVENTION of MARYLAND, held at the City of ANNAPOLIS, on the 26th Day of JULY, M.DCC.LXXV.

Bill

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PRIMARY SOURCE # 7 (AD/BROADSIDE)

Maryland Constitutional Convention Delegates. "The Declaration of Rights of the State of Maryland [1776]." Printed for the consideration of the members. Broadside Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Broadside that publicizes an early draft of "The Declaration of Rights of the State of Maryland," which enumerated the rights of individuals and limits on the new state government

WHO? Drafted by delegates to Maryland's constitutional convention

WHEN? Fall, 1776

WHERE? Maryland; written in Annapolis

WHY? To ensure that the new state government did not abuse its authority as had the British government

Description of the Source

"The Declaration of Rights of the State of Maryland" set out the basic principles of individual liberty and limited government upon which the new state government rested. Much of its language echoes the Declaration of Independence and anticipates the Bill of Rights; many of its provisions are direct responses to abuses committed by the imperial government. The Declaration guarantees the freedoms of speech, assembly, and jury trial, subordinates military to civil authority, and provides for the separation of judicial, executive, and legislative powers. Note that this early draft contains a provision outlawing the enslavement of blacks which was removed from the final document. Also notice that, while the document guarantees freedom of religion, it limits that freedom to those who practice Christianity.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, p. 122. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How did the colonists' demand for civil rights from Great Britain conflict with slave holding?
- How did concerns peculiar to Maryland shape that colony's position on independence?
- What British actions in the colonies precipitated the drafting and passage of this document?
- Investigate the relationship between Locke's "Two Treatises of Government" and the principles expressed in the "Declaration of Rights of the State of Maryland."
- Compare and contrast the Maryland Constitution and Declaration of Rights with the constitutions of other states, the U.S. Constitution, and the Declaration of Independence.
- Investigate the evolution of legislation regarding religious tolerance in Maryland.
- Examine the contradiction between American democracy and the suppression of rights.

PRIMARY SOURCE # 8 (DOCUMENT)

Oath of allegiance to the state of Maryland, Caroline County [2 March 1778]. Revolutionary War Oaths of Fidelity, MS.1586. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Signed copy of an oath of fidelity to the State of Maryland

WHO? Patriots of Maryland

WHEN? March 2, 1778

WHERE? Caroline County

WHY? To secure pledges of allegiance to the patriot government from citizens in areas where British loyalism was strong

Description of the Source

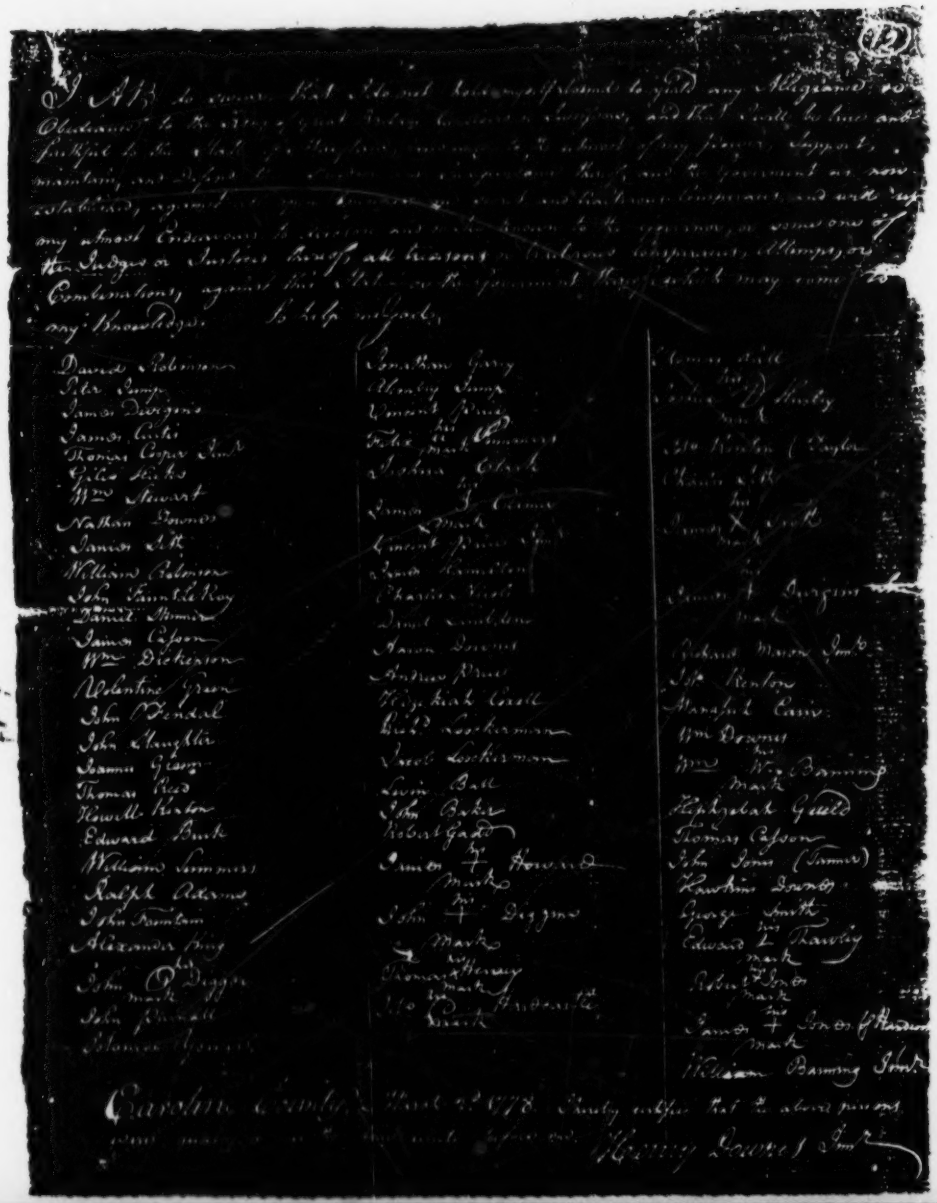
During the Revolutionary War, patriot leaders were concerned that the citizens of Southern Maryland and the Eastern Shore were not fully committed to the cause of independence. In these areas where British sympathy was strongest, many citizens openly supported the British to preserve their lives and property. Also, many Eastern Shore residents felt that the patriot leaders did not understand their needs. In an attempt to secure promises of support and identify Loyalists, patriot leaders asked all citizens to sign oaths of fidelity to the State of Maryland. In this oath from Caroline County, signers vowed to defend the independence of Maryland and expose traitors to the authorities.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 121-123. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- Compare the British presence in Southern Maryland and the Eastern Shore with British presence in the northern and western portions of the state.
- How did concerns peculiar to Maryland shape that colony's position on independence?
- Was there any correlation between a person's social status or class and his loyalty?
- In what other ways did patriot leaders encourage loyalty to their cause?
- What portion of Marylanders actually supported independence? What were their reasons for doing so?
- How was British military policy influenced by the presence of colonial Loyalists?
- How were Maryland Loyalists treated after the conclusion of the American Revolution?
- Compare the treatment of Maryland Loyalists to the treatment of other colonies' Loyalists.
- How did the war affect Maryland?



(12)

I A B do sincerely Profess and Declare that I do not Acknowledge or Allow any Allegiance or Obedience to the King of Great Britain Contrary to Congress, and that I will be true and faithful to the State of New York and to the United States of America, and will to the utmost of my power support, maintain, and defend the Government of the said State and United States against the said King of Great Britain and his Adherents, Emissaries and Abettors, and will not at any time hold any Correspondence with or give any Intelligence to the Enemies of the said State or United States, or any of the Officers or Forces employed by them, but will discover and make known to the Governor or some one of the Judges or Justices thereof all Treasons or Traitorous Conspiracies, Attempts or Combinations against this State or the United States which may come to my Knowledge. So help me God.

Dan'l Robinson
Peter Sump
James Driggers
James Cutki
Thomas Cooper Junr
Giles Hicks
Wm Stewart
Nathan Penner
James Ellis
William Robinson
John Fauntleroy
Daniel Simms
James Epson
Wm Dickerson
Valentine Grace
John Kendal
John Slaughter
Seamus Geary
Thomas Read
Newell Kirton
Edward Burk
William Summers
Rudolph Adams
John Pamtam
Alexander King
John D Diggs
mark
John Purcell
Solomon Sparrow

Jonathan Geary
Charles Sump
Vincent Price
Peter his P mark Summers
Joshua Cheek
James his C Cannon
mark
Vincent Price Junr
Jesse Hamilton
Charles Neal
David Cuthbert
Aaron Drew
Andrew Price
Hezekiah Cuttle
Richd Cockerman
Jacob Cockerman
Levin Ball
John Baker
Robert Gadd
James his + Howard
mark
John his + Driggers
mark
Thomas his Harvey
mark
Wm his Mark Hamilton

Thomas Neal
Stanley his S Price
mark
Jno Kirton (Taylor
Charles his C
mark
James his X Cook
mark
James his + Driggers
mark
Edward Mason Junr
Jno Kirton
Marshal Carr
Wm Downes
his
Wm Banning
mark
Ephraim Gadd
Thomas Epson
John Jones (Turner)
Lawrence Dorsey
George Smith
Edward his L Hawley
mark
Robert his Ford
mark
James his + Son of Hardman
mark
William Banning Junr

Caroline County, to wit: This 2d day of 1778 Personally subscribed the above persons and made oath to the truth of the same before me Henry Downes Junr

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Transcription of Primary Source #8

I AB to swear, that I do not hold myself bound to yeald any Allegiance or Obediance to the King of Great Britain, his Heirs or Succefsors, and that I will be true and faithful to the State of Maryland; and will, to the utmost of my Power, Support, maintain, and Defend the Freedom and Independence thereof, and the Goverment as now established, against all open Enemies, and secret and traiterous Conspiracis, and will up (?) my utmost Endeavours to disclose and make known to the Governor, or some one of the Judges or Justices thereof, all treasons or traitorous Conspiracies, Attemps, or Combinations, against this State or the Goverment thereof, which may come to my Knowledge. So help me God,

David Robinson
Peter Jump
James Dwigins
James Curtis
Thomas Cooper Junr.
Giles Hicks
Wm Stewart
Nathan Downes
James Seth
William Robinson
John FauntLeRoy
Daniel Skimer
James Cafon (Casson)
Wm Dickenson
Valentine Green
John Fendal
John Slaughter
Joames Glenn
Thomas Reed
Howell Kenton
Edward Burk
William Simmers
Ralph Adams
John Formtam
Alexander King
his
John P. Digger
mark
John Purnall
Soloman Yewelle

Jonathan Garey
Almbry Jump
Vincent Priw
his
Felix U. Summers
mark
Joshua Clard
his
James J. Climer
mark
Vincent Priw Junr
James Hamilton
Charles Nicols
Daniel Limden
Aaron Downes
Andrew Priw
Heekiah Coxell
Rich.d Lockerman
Jacob Lockerman
Levin Ball
John Baker
Robert Gadd
his
James + Howard
mark
his
John + Diggins
mark
his
Thomas + Henry
mark
his
Solo C Hardcastle

Thomas Hall
his
Joshua D Hurley
mark
Solo Kenton (Taylor
Charles Seth
his
James X Troth
mark
his
James + Durgins
mark
Richard Mason Junr
Solo. Kenton
Manafseh (Manasseh)
Cain
Wm Downes
his
Wm W. Banning
mark
Hephzebah Guild
Thomas Cafon (Casson)
John Jones (Farmer)
Hawkins Downes
his
Edward L. Thawley
mark
his
Robert + Jones
mark
his
James + Jones (of
Handeson)
mark
William Banning Junr.

Caroline County. March 2d 1778. Thereby certifies that the above persons were quallified as the law directs before me
Henry Downes Junr

Note: The spelling, capitalization, and punctuation are Downes'.

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PRIMARY SOURCE # 9 (DOCUMENT)

De Rochambeau, C I. "To His Excellency the Governor and the Honourable Council of the State of Maryland, Annapolis August 11th 1782." Revolutionary Transcripts, MS.687. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Letter of friendship from the French to the people of Maryland

WHO? Written by the Comte de Rochambeau to Governor Thomas Lee and the Maryland Council

WHEN? August 11, 1782

WHERE? Maryland; sent to Annapolis

WHY? To thank Marylanders for their kindness toward the French army

Description of the Source

In this letter to the leaders of Maryland, the Comte de Rochambeau, the commander of the French army, thanks Marylanders for the warm reception accorded his soldiers and the congratulations that they offered the French on the birth of the heir to the throne. He appears to be responding to a letter from the Governor and Council members in which they thanked Rochambeau for the good behavior of the French troops in Maryland. France formally allied with the Americans in 1778, more from a desire to defeat the British than from genuine support for American independence. Nonetheless, the French involvement in the war contributed significantly toward American victory.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 130-131. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- In what ways did the French army assist the people of Maryland?
- Why was the intervention of France so critical to American success?
- To what extent did French involvement in the American Revolution change the course of the war?
- How did the war affect Maryland?
- How did concerns peculiar to Maryland shape that colony's position on independence?
- How did the ensuing United States-French alliance influence the development of early American political parties?

To His Excellency the Governor & the Honorable
Council of the State of Maryland -

Annapolis August 11th 1782

I am very sensible of the marks of friendship
and affection that I receive from his Excellency
the Governor and the Honorable Council of the
State of Maryland. If we have been happy enough
to contribute towards the success of their Arms
under our Comander in Chief his Excellency
Gen: Washington we receive the most flattering
marks of approbation by the very cordial reception
the French Army meet with from all the Inhab-
itants of this State -

The great joy and interests they have been pleased
to shew on account of the birth of the Dauphin
will undoubtedly be very agreeable to the
King my Master. He will be equally flattered
at the warmth with which the State of Maryland
support their Alliance and seem to wish it to
be lasting.

The strict Discipline of the troops is the least
mark of gratitude that we could give to a State
from which we receive so many proofs of
attachment and friendship

I have the honor to be your obedient
and most humble Servant.

le C^d de Rochambeau

Transcription of Primary Source #9

To His Excellency the Governor and the Honorable
Council of the State of Maryland -

Annapolis August 11th. 1782

I am very sensible of the marks of friendship
and affection that I receive from his Excellency
the Governor and the honourable Council of the
State of Maryland. If we have been happy enough
to contribute towards the success of their Arms
under our Comander in Chief his Excellency
Gen. Washington we receive the most flattering
marks of approbation by the very Cordial reception
the French Army meet with from all the Inhab-
itants of this State.

The great joy and interests they have been pleased
to shew on account of the birth of the Dauphin
will undoubtedly be very agreeable to the
King my master. He will be equally flattered
at the warmth with which the State of Maryland
support their Alliance and seem to wish it to
be lasting.

The strict Disapline of the troops is the least
mark of gratitude that we could give to a State
from which we receive so many proofs of
attachment and friendship

I have the honor to be your obedient
and most humble servant.

C - de Rochambeau

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Note: All spelling, capitalization, and punctuation are Rochambeau's.

PRIMARY SOURCE # 10 (DOCUMENT)

Dashiell, Joseph. Letter to Governor Thomas S. Lee [1 September 1782]. Revolutionary Transcripts, MS.687. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT?	Letter that describes the suffering of Eastern Shore residents during the Revolutionary War
WHO?	Written by Joseph Dashiell to Governor Thomas S. Lee
WHEN?	September 1, 1782
WHERE?	Worcester County
WHY?	To request assistance from the Maryland government in the fight against the British on the Eastern Shore

Description of the Source

In this letter, Joseph Dashiell asks Governor Thomas Lee to provide residents of Worcester County with protection from British attacks on salt works and other property, provisions for the militia, and relief from taxes. Residents of the Eastern Shore suffered more at the hands of the British than the residents of any other region of the state, and they felt that the patriot leaders in Annapolis did not fully recognize their plight. The citizens were especially concerned that the British were stealing their slaves and fomenting a slave rebellion.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, p. 123. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How did African Americans feel about the fight for independence? How did the British entice slaves to support them?
- Were patriot leaders responsive to the needs of the Eastern Shore residents, or were those residents correct in their belief that the leaders of the Revolution did not represent their interests?
- How did concerns peculiar to Maryland shape that colony's position on independence?
- What actions did Eastern Shore residents take to protect their own lives and property?
- What effect did the Revolutionary War have on internal economic, social, and political structures?
- How did the war affect Maryland?

Sept. 1

Worcester County 1st Sept. 1782

Sir

The fregnent depredations committed by the Enemys Barges on the Sea coast in this County, Obliged me to Order out a Strong guard at Synepuxent Inlet, at which place they have lately done very considerable damage, By destroying all the salt works. Breaking Pans, Kettles, Potts &c Generally only one work excepted, Joe Whaland had the Command of a large deck't Barge mounting six nine pounders, and Sixty Men one half of them our own Blacks, that are good Pilots to almost every mans house, Whatever says he is fitted out for the express purpose of destroying our little Fleet, and all the salt works, the hear he is gone to the Southward, and that he past Capt. Walley at Hog Island on the night of the 29th Ult. and that Capt. Walley heard of him the Morning following and had gone in chase of Him. I am sorry to inform you, we have no flesh Provision in this County. The Commissary informs me he hath not money to purchase it for the guard. If it is your Excellencys opinion that a sufficient guard should be kept up, for the protection of our Citizens, Hope you will be kind enough to order the necessary Provision to be made for them. I Beliive there is Flower

in Somersett which is growing sower, I take the liberty to inform you, I have been Obliged for some time past to keep a Guard over three Robbers we have in the Gaol of this County, the Gaol not being sufficient to hold them, But am in hopes they will trouble us very little longer than the Gen.l Court, I am sorry to inform you that our people is thrown into the utmost confusion, by the Collectors refusing to receive Red money for the Fund Tax, and as many of them have neither wheat or Tobacco, if they are compelled to pay Black money, or in lieu of it Specie, they must Be ruined, as I am sensible it will be with the greatest dificulty if they Pay the Five shills Specie. I have further to Inform you, Whalands Crew robbed Capt. John Parramore of about two Hundred pounds worths of Property at the time of Breaking up the salt works and taken several Negroes.

I am with Great esteem
Your Most Obt.
Humbl. Servt.
Joseph Dashiell

His Excellency
Thomas S. Lee Esqr.
Annapolis

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PRIMARY SOURCE # 10
Encountering Maryland's Past, Volume 2: Turning Points in History
A Primary Source Kit from the Maryland Historical Society

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Transcription of Primary Source #10

Sept. 1

Worcester County 1st Sept. 1782

Sir

The frequent depredations commited by the Enemys Barges on the Seacoast in this County, Obliged me to Order out a strong guard at Synepuxent Inlet, at which place they have lately done very considerable damage, By destroying all the salt works. Breaking Pans, Kettles, Potts +c Generally only one work excepted, Joe Whaland had the Command of a large decks Barge mounting six nine pounders, and Sixty Men one half of them our own Blacks, that are good Pilots to almost every mans house, whatever says he is fitted out for the express purpose of destroying our little Fleet, and all the salt works, we hear he is gone to the Southward, and that he past Capt. Walley at Hog Island on the night of the 29th Ult and that Capt. Walley heard of him the morning following and had gone in chase of Him, I am sorry to inform you, we have no flesh Provision in this County. The Commissary Informs me he hath not money to purchase it for the guard. If it is your Excellencys oppinion that a sufficient guard should be kept up, for the protections of our Citizens, Hope you will be kind enough to order the necessary Provision to be made for them. I Believe there is Flower

in Somersett which is growing sower, I take
the liberty to inform you, I have been Obliged
for some time past, to keep a Guard over three
Robbers we have in the Goal of this County,
the Goal not being sufficient to hold them,
But am in hopes they will trouble us very little
longer than the Genl Court, I am sorry to inform
you that our people is thrown into the utmost
confusion, by the Collectors refusing to receive
Red money for the Fund Tax, and as many
of them have neither Wheat or Tobacco, if they are
compelled to pay Black money, or in lieu of it
specie, they must Be ruined, as I am sensible
it will be with the greatest dificulty if they
Pay the Five Shill. Specie. I have further to Inform
you, Whalands Crew robbed Capt. John Parramore
of about two Hundred pounds worth of Property
at the time of Breaking up the salt works and
taken several Negroes.

I am with Great esteem
Your Most Obt.
Hubl Servt
Joseph Dashiell

His Excellency
Thomas S. Lee Esq
Annapolis

Note: All spelling, capitalization, and punctuation are Dashiell's.

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PRIMARY SOURCE # 11 (DOCUMENT)

Wilkins, Thomas. Manumission of enslaved African Americans [22 February 1794]. Richard G. Sharp Collection, MS.2309. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Manumission order

WHO? Thomas Wilkins and his slaves

WHEN? February 22, 1794

WHERE? Kent County

WHY? To free his slaves at specified times

Description of the Source

In this document, Thomas Wilkins provides for the manumission of his slaves. The document lists the names of eighteen slaves and specifies the date on which each is to be released. There seems to be a connection between age or length of service and the timing of the manumissions. No more than two slaves are released in any year, and the interval between manumissions is irregular. The rhetoric of the American Revolution spurred the first wave of manumissions in Maryland, and the numbers of Marylanders voluntarily releasing their slaves grew through the first half of the nineteenth century, especially in Northern and Western Maryland. On Maryland's Eastern Shore, the number of free blacks rose from 9% in 1790 to 49% in 1850, largely as a result of manumissions.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 169, 210-211. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- Why were Marylanders more inclined to manumit than slaveholders in other Southern states? Why were slaveholders in Northern and Western Maryland more likely to manumit than their counterparts in Southern and Eastern Maryland?
- What were the most popular reasons for manumission?
- How did Americans try to reconcile the rhetoric of the American Revolution and the existence of slavery?
- Investigate the impact of the American Revolution on the status of slavery in the northern states.
- Where were the largest free black populations in Maryland and the United States?
- Examine the contradiction between American democracy and the suppression of rights.

Maryland Kent } To all to whome these presents shall come Greeting.
I Thomas Wilkins of Kent County in the State aforesaid for
diverse good Causes and Considerations me thereunto moving do hereby
declare free manumit and enfranchise the Negroes following Viz.
Blanche & Rachel from and after the Day of Date of these
presents. Harry and Reuben from and after the thirty first Day
of December Seventeen hundred and Ninety eight. John & Peter
from and after the thirty first Day of December Seventeen
hundred and Ninety nine. Beck from and after the thirty first
day of December eighteen hundred and One. Fann from and after
thirty first day of December Eighteen hundred and two. Sandy
from and after the thirty first Day of December eighteen hundred
and four. Nan from and after thirty first Day of December
Eighteen hundred. Hester from and after thirty first day of
December Eighteen hundred and seven. Sook from and after
the thirty first Day of December Eighteen hundred & Nine. Hagar
from and after the thirty first day of December Eighteen hundred
and Ten. Hannah from and after the thirty first Day of
December Eighteen hundred & eleven. Darius from and after
the thirty first of day of December Eighteen Hundred and twelve.
Ben and Mary from and after the thirty first day of December
Eighteen hundred and thirteen. and Anne from and after
the thirty first day of December Eighteen hundred and fourteen.
hereby acknowledging the afsd Negroes discharged from all
Claim of service and Right of property whatsoever from me my
heirs Executors and Administrators from and after the times
respectively mentioned. As Witness my hand and seal
this twenty second day of February One thousand seven
hundred and Ninety four.

Signed sealed & delivered
in the presents of } John Ralph

Thomas Wilkins (Seal)

Maryland
Kent County } Sct. On the 22nd Day of February Seventeen hundred
and Ninety four, personally appeared before me

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Transcription of Primary Source #11

Maryland Pet. To all to whome these presents shall come Greeting.

I Thomas Wilkins of Kent County in the state aforesaid
for divers good causes and considerations me thereunto moving do hereby
declare free manumit and enfranchise the Negroes following to wit.
Blanche & Rachel from and after the Day of Date of these
presents; Harry and Stephen, from and after the thirty first Day
of December Seventeen hundred and Ninety eight; Tom & Peter
from and after the thirty first Day of December Seventeen
hundred and Ninety nine. Beck from and after the thirty first
day of December eighteen hundred and one; Fann from and after
thirty first day of December Eighteen hundred and two; Sandy
from and after the thirty first Day of December eighteen hundred
and four. Nan from and after thirty first Day of December
Eighteen hundred. Hefsy [Hessy] from and after thirty first day of
December Eighteen hundred and seven; Sook from and after
the thirty first Day of December eighteen hundred & nine. Hagar
from and after the thirty first day of December eighteen hundred
and ten; Hannah from and after the thirty first Day of
December Eighteen hundred & eleven; Darius from and after
the thirty first day of December Eighteen hundred and twelve;
Ben and Mary from and after the thirty first day of December
Eighteen hundred and thirteen; and Anne from and after
the thirty first day of December Eighteen hundred and fourteen.
hereby acknowledging the afs-d Negroes discharged from all
Claim of service and Right of property whatsoever, from me my
heirs Executors and Administrators, from and after the times
respectively mentioned. As Witnefs [Witness] my hand and seal
this twenty second day of February One thousand seven
hundred and ninety four.

Thomas Wilkins (Seal)

Signed sealed & delivered
in the presents of
John Ralph

Maryland
Kent County Pet.
On the 22nd Day of February Seventeen hundred
and Ninety four, personally appeared before me

Note: All spelling, capitalization, and punctuation are Wilkins'.

PRIMARY SOURCE # 12 (DOCUMENT)

Key, Francis Scott. Manuscript of "The Star-Spangled Banner" [14-16 September 1814]. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT?	Manuscript of "The Star-Spangled Banner"
WHO?	Written by Francis Scott Key
WHEN?	Written between September 14, 1814 and September 16, 1814
WHERE?	Maryland; written in Baltimore
WHY?	To commemorate Baltimoreans' defeat of the British at Fort McHenry during the War of 1812

Description of the Source

On the evening of September 13-14, 1814, Francis Scott Key watched the bombardment of Baltimore's Fort McHenry from the deck of an American truce ship. Inspired by the sight of the giant American flag waving over the fort at dawn, Key wrote a poem to celebrate the American victory over the British. This manuscript is the earliest extant copy of the poem, written between the end of the bombardment and September 16, when Key arrived in Baltimore following his release. As was Key's intention, the poem was set to "To Anacreon in Heaven," an English drinking song. Its popularity was immediate, though the song was not designated as the national anthem until 1931. Notice the dark mood and the martial spirit of the complete poem.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 181-185. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- Besides writing "The Star-Spangled Banner," what was Key's role in the War of 1812?
- Why were the British unable to defeat Baltimore when they had recently devastated Washington, D.C.?
- How did Baltimoreans react to the British attack?
- How did Francis Scott Key reflect his patriotism in "The Star-Spangled Banner?"
- Compare the inspiration of the French national anthem, "The Marseilles," to the national anthem of the United States.
- How did "The Star-Spangled Banner" become our national anthem? Why was a song about a single battle in a lesser-known war chosen?
- How did the war affect Maryland?

O say can you see ~~through~~ by the dawn's early light
What so proudly we hail'd at the twilight's last gleaming,
Whose broad stripes & bright stars through the perilous fight
O'er the ramparts we watch'd were so gallantly streaming?
And the rocket's red glare, the bomb bursting in air
Gave proof through the night that our flag was still there.
O say does that star spangled banner yet wave
O'er the land of the free & the home of the brave?

On the shore dimly seen through the mists of the deep,
Where the foe's haughty host in dread silence reposes,
What is that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses?
Now it catches the gleam of the morning's first beam,
In full glory reflected now shines in the stream,
'Tis the star-spangled banner — O long may it wave
O'er the land of the free & the home of the brave!

And where is that band who so vauntingly swore,
That the havoc of war & the battle's confusion
A home & a Country should leave us no more?
~~Their~~ Their blood has wash'd out their foul footsteps pollution.
No refuge could save the hireling & slave
From the terror of flight or the gloom of the grave,
And the star-spangled banner in triumph doth wave
O'er the land of the free & the home of the brave.

O thus be it ever when freemen shall stand
Between their lov'd home & the war's desolation!
Blest with victory & peace may the heav'n rescued land
Praise the power that hath made & preserv'd us a nation!
Then conquer we must, when our cause it is just,
And this be our motto — "In God is our trust"
And the star-spangled banner in triumph shall wave
O'er the land of the free & the home of the brave.

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Transcript of Primary Source #12

O say can you see, by the dawn's early light,
What so proudly we hail'd at the twilight's last gleaming,
Whose broad stripes & bright stars trhough the perilous fight
O'er the ramparts we watch'd, were so gallantly streaming?
And the rocket's red glare; the bomb bursting in air,
Gave proof through the night that our flag was still there,
O say does that star spangled banner yet wave
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And where is that band who so vauntingly swore,
That the house of war & the battle's confusion
A home & a Country should leave us no more?
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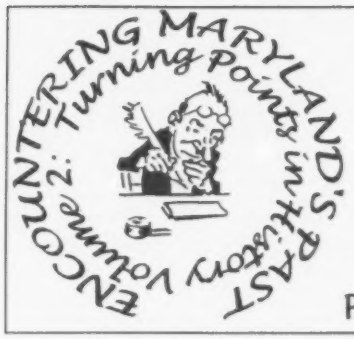
Then conquer we must, when our cause it is just,
And this be our motto - "In God is our trust."
And the star-spangled banner in triumph shall wave
O'er the land of the free & the home of the brave.

Note: All spelling, capitalization, and punctuation are Key's.



PRIMARY SOURCE # 13 (DOCUMENT)

Bell, John. Letter from John Bell to Thomas Bell [14 November 1814]. War of 1812 Collection, MS.1846. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Letter that describes the aftermath of the Battle of Baltimore

WHO? Written by John and S. Bell to Thomas C. Bell

WHEN? November 14, 1814

WHERE? Baltimore

WHY? To update their son on personal matters and affairs in Baltimore since the British attack in mid-September

Description of the Source

In this letter to his son, John Bell describes the situation in Baltimore two months after the British attacked the city from September 12- 14, 1814 during the War of 1812. Soldiers defending Baltimore still filled the city, and many of them created disturbances. Bell also recounts the dreadful scene of the dead laying on Hampstead Hill after the battle. The entire city was dramatically affected by the British invasion. During the Battle of Baltimore, thousands fled the city, while thousands more contributed to the defense. As Bell's letter indicates, it took several weeks for the city to recover from the attack and to feel secure.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 181-185. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How did the Battle of Baltimore impact the citizens of Baltimore?
- Were Baltimoreans unanimously in support of the war effort?
- Why did Britain target Baltimore?
- Describe soldiering during the War of 1812.
- What impact did the Battle of Baltimore have on the course of the War of 1812?
- Investigate the roles of General Samuel Smith and General John Stricker in the Battle of Baltimore.
- How did Baltimoreans react to the British attack?
- How did the war affect Maryland?

John Bell - Thomas Bell
Original of this Letter is owned by Harry Eland of New York

THE MARYLAND [illegible] SOCIETY

Baltimore [illegible]

We received D[r] [illegible] your letter bearing [illegible] first inst. & it has [illegible] relieving [illegible] that for that we have long since been destitute of [illegible] most ordinary comforts. We would gladly [illegible] could you home and two or three days [illegible] and myself attended at the stage office [illegible] before but we must take the title of this [illegible] the work in which I am engaged (night & day [illegible] of the Bombardment the siege of the church) [illegible] many one your aid was peculiarly necessary, especially for the shipping but necessity the parent has me with both hands open & strike one am now rapidly progressing my stone is laid the back of the [illegible] gun gallery, first Embrasure on my right, & Mr Henry on the left, the bomb brigs laid broadside to the fort about five miles distance and discharging in rapid succession and frigates & other ships of the line at great distance across the river towards the bodkins at the commencement of the action a shot from the fort has struck apparently the transport of one of the bomb vessels who is reprimanded loosing her sails & removing to a greater distance, when they are finished and inspected if Baltimore do not give me

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MS 1846

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Baltimore Novr 14 [1814]

We received Dr son your letters bearing dates thirty first octr & 15 Novr inclosing thirty dollars & but for that we had long since been destitute of the most ordinary comforts. We would gladly have wellcomed you home and two or [sic] days. Doctor Edgar and myself attended at the stage office for that purpose but we must take the tide at the flood. The work in which i am engaged (night & day views of the Bombardment the sige [sic] of the church) is an heavy one your aid was peculiarly necessary, especially for the shipping but necessity has furnished me with both hands eyes & ideas and am now rapidly progressing my view is laid the back of the six gun battery, fort Covington on my right, & McHenry on the left, the bomb brigs laid broadside to the fort about five miles distance and discharging in rapid succession and frigates & other ships stretching out at great distance across the river towards the bodkins at the commencement of the action a shot from the fort has struck apparently the bowsprit of one of the Bomb vessels she is represented loosing her sails & removing to a greater distance, when these are finished and inspected if baltimore do not give me something hansome for them a gentleman observed in my room they ought to be dam'd my Church is still on hand i am preparing tickets for it, but am doubtful of success every necessary of life being so high, wood 8$ We hope you will at any rate stay no longer in york that you can double your expenses, and forget not to inform us of the exact time you will arrive and we will meet you at corner of Gay and markett street with respect to the dog, if not sold cut it off the strainer and roll him up and bring him on in the stage.

We conceive there is no danger this fall of another visit from the British heaven knows what the spring will effect [?] baltimore is surrounded by encampments and the poor things called soldiers are dying off rapidly great severities are exercised towards them Captn Hearly called on me Saturday himself and family are living out fifteen miles on the York road I met Cptn Frazier a few days back he promised to call but i expect he, like other sunshine friends conceive it his best course to steer clear of my wake I have not suffered the slightest insult, since my return; trifling neglect is all This, poor Mrs Calff and family experience in a great degree, now he is no more - I have seen Mycrofts people twice once at Church, and at Markses - no invitation up the hills I shook hand with Mrs Sampson she wishes to be remembred to you Young Sykes is about to be married to a pretty Quaker Thus two of Mrs. S. beaus are gone Flint & Sykes Dr Edgar has just relapsed into his old way Miss Edgar is unwell Mr & Mrs Sykes were much beaten in their own house by raskally would be soldiers - Mrs Microft had her crockery ware broken before her face by some vagrant irishman but she was reli[e]ved from further violence by a boarder officer stepping in at the juncture and pat decamped without prize Many of the bodys of the American dead by American Monsters were brot up on the hamstead hill many days after the battles in a state of putridity and openly exposed to the soldiers & their distracted relatives wo continuously [?] recognized them by their Cloaths what a scene Ginthart also saw an English soldiers corps[e] taken up - set against a fence & savages peircing his body with the sharp point of a fence rail the iniquity of this people can never be washed out &c I procured your paper intrusted it to the

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care of a sick york volunteer who arrived in Mr Smiths waggon man lives in York the volunteer is a tall man [missing] nose [?] is very sick young woodyear told me his name [missing] or Lorman or some such name directed to [missing] hope you have got it the frames i send on to [you are (?)] the best I could procure hope they will suit tho rath[er (?) (missing)] smaller I paid Six dollars for them. if you want [me to (?) (missing)] purchase some of those who were left at Hallers by I believe Farr [?] if they can be cut to suit your purpose if I send them by stage you will find them at Arbuckells [?] directed to Mr Shange [?] for you, if by a wagon to Mr S post office I have no more to ad[d] but my respects to Mr Armstrong Mr & Mrs West [?] and others David is progressing in his sugar business he is very slow but sure we are all in health and write our Love to you hoping soon to see you

Your Affectionate Father & mother &c

John & S Bell

[On back]

Mr Thomas C Bell
Miniature painter
Little York
Pensilvania

[John Bell - Thomas Bell
Original of this letter is owned by Harry Bland of New York]

PRIMARY SOURCE # 14 (DOCUMENT)

Maryland State Colonization Society. *Colonization of the Free Colored Population of Maryland ... Statement of Facts*, pp. 3-6. Baltimore, 1832. Maryland State Colonization Society Papers, MS.571. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Pamphlet that advocates the colonization of blacks in Africa

WHO? Published by members of the Maryland State Colonization Society

WHEN? 1832

WHERE? Maryland; printed in Baltimore

WHY? To persuade citizens to support the colonization of blacks in Africa and to encourage blacks to emigrate

Description of the Source

In this tract, members of the Maryland State Colonization Society set forth their reasons for advocating the colonization of free blacks on the west coast of Africa. They argue that slavery degrades all labor, that blacks take jobs from whites who require employment to be good citizens, and that slavery and racism are inconsistent with America's republican ideals. They hoped that, once the process of colonization was begun, slaveholders would free their slaves with the understanding that they would emigrate. Marylanders were among the founders of the American Colonization Society in 1817, but the Maryland group split from the national organization in 1831 due to disagreements over financial management. Although a black colony was established in Liberia, the full hopes for the colony were never realized. The vast majority of free blacks were native-born Americans who had no intention of returning to a "homeland" they had never seen. The map depicts the settlement at Cape Palmas, Liberia in 1834. Notice the disproportionate presence of schools and mission churches.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 212-215, 264. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How did African Americans feel about the prospect of colonization in Africa? Why did those that chose to emigrate do so?
- How did Maryland's free black community develop in the years between the 1830s and the Civil War?
- Compare the positions of William Lloyd Garrison, William Henry Hammond, and the American Colonization Society on how to deal with the problem of slavery in the United States.
- What was Abraham Lincoln's position on colonization?
- Investigate the American Colonization Society.
- Research the experiences of the colonists in Liberia.
- Examine the contradiction between American democracy and the suppression of rights.

STATEMENT OF FACTS.

Reasons for removing and colonizing the Free People of Colour.

It is unnecessary to explain to the citizens of Maryland the evils of a colored population: they see and feel them daily. The most palpable, however, are the following. *First.* The employment of slaves tends to make labour disreputable, and thus to produce indolence, and consequently poverty and vice, among the free; and as all slaves are colored, the employment of colored labourers, even where free, creates or sustains the same prejudice against honest industry. The difference, therefore, between the value of land and improvements, and the wealth and comfort of the people, in those places where all the inhabitants are white, and those where they are not, is too striking to be denied. *Secondly.* Colored labourers exclude an equal number of whites, who would gladly be industrious and sober, if they could find employment; and thus, for a multitude of freemen, who, while they contributed to the wealth and beauty of the land, would also be ready to defend it in case of need, is substituted a class, who can feel but little interest to exert themselves for the permanent improvement of the country, and who are rather to be distrusted, perhaps, than relied upon for protection. *Thirdly.* The existence of a colored population among us is inconsistent, to a great degree, with our republican professions. Not to mention the slaves, there is a part of that population which we call

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free, and yet allow them hardly any freedom. We never can allow them more, for the public prejudice, or sentiment, opposes; and as they never can mingle with us, they must always be a distinct, and consequently a subordinate caste.

The remedy for these evils.

The truth of the above remarks is so manifest, that it cannot be contested; and every man of sense, whether he be white or colored, who reflects upon the subject, must see there is but one remedy for the enumerated evils. That remedy is removal. As it is clearly impossible for the whites to remove, who are the vast majority, and possess the government, the soil, education, &c. &c., it follows that the colored population must remove, beginning with those that are now free, and continuing with those that may hereafter become so.

Experience has already proved, that where the free people of color shall begin to be removed, many slave-holders who would never consent to give their slaves freedom and let them remain here, will manumit them on condition of their going away. Merely to manumit them would not always be a benefit. They can never be but nominally free; their previous habits disqualify them often for proper exertions here for their own support; their low and hopeless rank in society deprives them of all honorable ambition. For these reasons, it seems to be decided by the public sentiment, that to inspire them with a proper feeling of emulation, they must be placed in a state of society where they will enjoy equal rights in every respect.

It may therefore be confidently asserted, that there is but one remedy: the gradual removal of the colored population, beginning with the free. If that population are wise, they will, for their own sake, be anxious to go: and if they are really solicitous for the welfare of those of their race who are in bondage, let them listen to their friends, and be persuaded that emigration affords the only hope

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of deliverance. Benevolence and wisdom among the whites are maturing this great scheme for their advantage; and let them not set themselves against it!

How to apply this remedy.

Mr. Jefferson having, in 1777, and Dr. Thornton in 1787, suggested the idea of colonizing the free colored population of the United States, and the Legislature of Virginia having recommended it in 1801, and again more pressingly in 1816, a Society was formed in Washington in December, 1816, through the efforts of the Rev. Dr. Finley, of New Jersey, and other benevolent men, for carrying the plan into execution, by procuring a territory on the Coast of Africa, and removing to it such free coloured persons as might be disposed to go.

American Colonization Society, and its Auxiliaries.

The Society received this name; and to aid in its great undertaking, Auxiliaries were then or have since been formed in the States of Maine, New Hampshire, Massachusetts, Connecticut, Vermont, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, Alabama, Georgia, Tennessee, Kentucky, Louisiana, Mississippi, Ohio, Indiana, Illinois, and Missouri; and besides these, there are more than two hundred County and Town Auxiliaries.

The members of these Societies contribute each a small sum, occasionally or at stated periods. In eight years, from 1821 to 1828, the amount thus collected was $82,164; and in the three years, 1829–30–31, about $75,000. The sum increases every year.

This conclusively proves that the American people are sensible of the merits of the plan, and are willing to support it. But a stronger proof is the fact, that the Legislatures of fifteen States have passed resolutions approving the object of the Society, and

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recommending its general adoption. These States are New Hampshire, Vermont, Massachusetts, Connecticut, New Jersey, New York, Pennsylvania, Delaware, Maryland, Georgia, Tennessee, Kentucky, Ohio, and Indiana. Similar resolutions passed one branch of the Legislature of Louisiana.

A large number also of the most distinguished men of our country, in every part of the Union, have espoused the cause. Among them are Thomas Jefferson, James Madison, James Monroe, Chief Justice Marshall, Judge Washington, Charles Carroll of Carrollton, Henry Clay, William H. Crawford, Bishop White, R. G. Harper, &c. &c. They are too numerous to name.

Nearly all the ecclesiastical bodies, of every religious denomination in the United States, have by resolutions solemnly expressed their opinion that this Society merits the consideration of the whole Christian community, and earnestly recommend it to their patronage.

Founding of the Colony.

In December, 1821, Dr. Eli Ayres, with Capt. Stockton, of the United States Navy, purchased from the natives the whole of a territory called Montserado, on the south west coast of Africa, in the name of the Society. The first settlers arrived at the Colony in June, 1822; and in that year, Mr. Ashmun took charge of it, as Agent or Governor, in the place of Dr. Ayres, whose health had obliged him to return. To their zealous and persevering efforts in its infancy, the Colony is greatly indebted for its prosperity and success. Dr. Richard Randall, of Maryland, succeeded Mr. Ashmun. The present Agent or Governor is Dr. Mechlin.

Description of the Colony.

1st. *Name and locality.*—It is called LIBERIA, because it is the home of the Freed. It is in about the sixth degree of North latitude,

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PRIMARY SOURCE # 14 (MAP)

Revey, John. "The Town of Harper and its Vicinity at Cape Palmas, Maryland in Liberia." Baltimore: T. Campbell, 1834. Map. Maryland State Colonization Society Papers, MS.571. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT?	Lithographed map of Maryland's free black colony in Liberia
WHO?	Drawn by John Revey; lithograph by T. Campbell
WHEN?	1834
WHERE?	Map of Harper, a town in Cape Palmas, Liberia; map published in Baltimore
WHY?	To document the settlement of Maryland in Liberia and encourage free blacks to emigrate

Description of the Source

In this tract, members of the Maryland State Colonization Society set forth their reasons for advocating the colonization of free blacks on the west coast of Africa. They argue that slavery degrades all labor, that blacks take jobs from whites who require employment to be good citizens, and that slavery and racism are inconsistent with America's republican ideals. They hoped that, once the process of colonization was begun, slaveholders would free their slaves with the understanding that they would emigrate. Marylanders were among the founders of the American Colonization Society in 1817, but the Maryland group split from the national organization in 1831 due to disagreements over financial management. Although a black colony was established in Liberia, the full hopes for the colony were never realized. The vast majority of free blacks were native-born Americans who had no intention of returning to a "homeland" they had never seen. The map depicts the settlement at Cape Palmas, Liberia in 1834. Notice the disproportionate presence of schools and mission churches.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 212-215. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How did African Americans feel about the prospect of colonization in Africa? Why did those that chose to emigrate do so?
- How did Maryland's free black community develop in the years between the 1830s and the Civil War?
- Compare the positions of William Lloyd Garrison, William Henry Hammond, and the American Colonization Society on how to deal with the problem of slavery in the United States.
- What was Abraham Lincoln's position on colonization?
- Investigate the American Colonization Society.
- Research the experiences of the colonists in Liberia.
- Examine the contradiction between American democracy and the suppression of rights.

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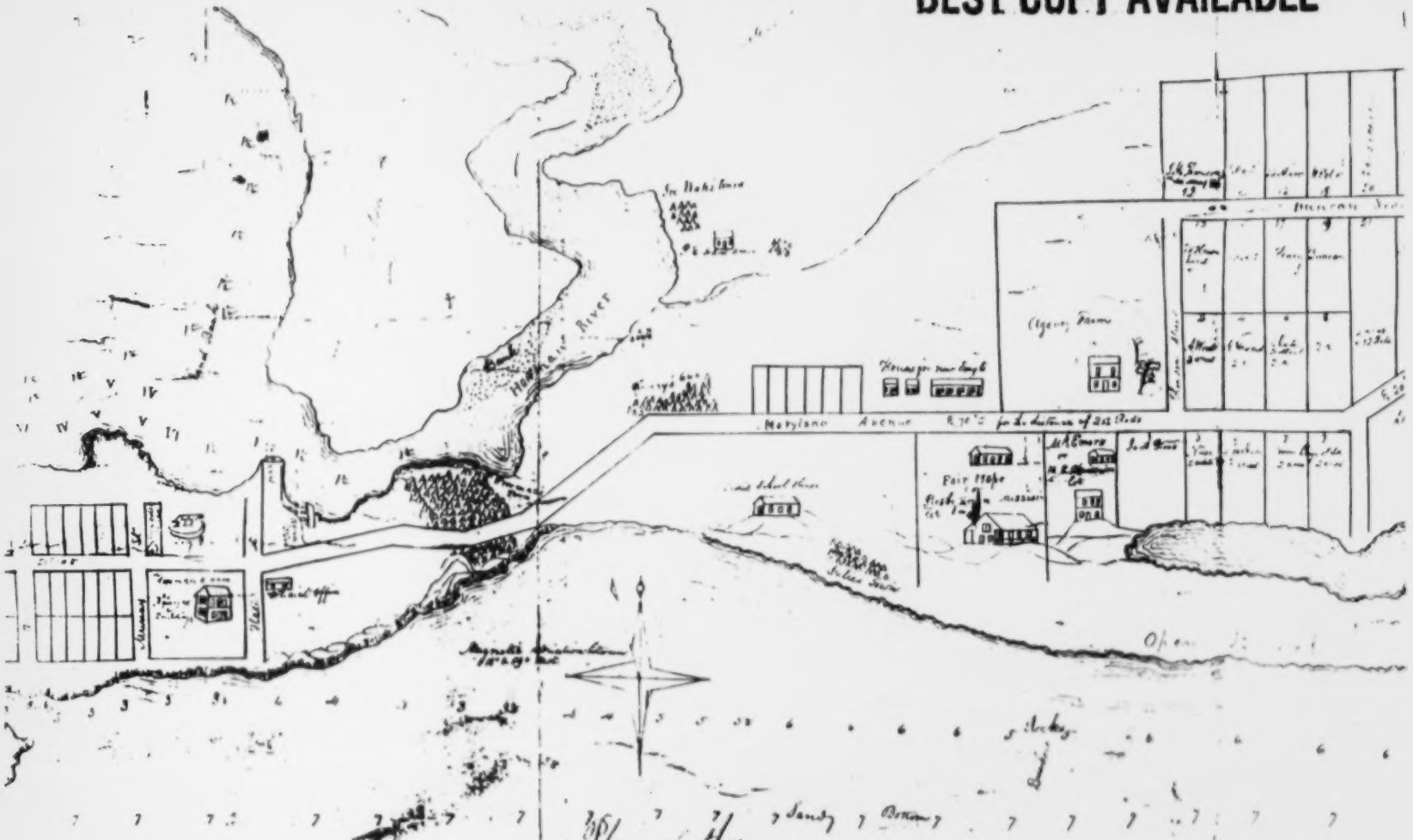

Plan of the
Township of Harper
(and)
its vicinity
at Cape Palmas
by
John Reray
Civil Secretary

PRIMARY SOURCE # 15 (DOCUMENT)

"List of Passengers taken on board the Brig *Ornen* [31 July 1843]." Port of Baltimore Passenger Lists, MS.1382. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? List of passengers aboard the brig *Ornen*

WHO? Prussian immigrants

WHEN? July 31, 1843

WHERE? From Antwerp, Belgium to the Port of Baltimore

WHY? To keep a detailed record of each immigrant traveling to America on a given ship

Description of the Source

This portion of a passenger list from the brig *Ornen* lists the vital information for sixty-three immigrants to the United States. In 1819, a law was passed that required all passenger ships to submit to customs officials lists detailing the name, age, sex, country of origin, and final destination of each immigrant on board a given vessel. This measure was designed to prevent overcrowding and ensure that there were adequate provisions for the passengers. While a few individuals aboard the *Ornen* hailed from Belgium, where the ship was based, most of the families were originally from Prussia or Luxembourg. The final destination for the overwhelming majority of passengers was Wisconsin or Michigan, but three people planned to settle in Baltimore, which boasted a large and growing German population in the first half of the nineteenth century. Notice that one young boy died during the voyage.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 255-256. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- Trace the steps an individual would have to take to emigrate from Prussia to Baltimore in the 1840s. Was it a complicated or rather simple process?
- What was life like on board an immigrant ship in the 1840s? In 1800? In 1890?
- How did economic and social structures in Maryland influence German settlement in the state?
- How did immigration impact the political, economic, and social structures of Maryland?
- Investigate nativism.
- Investigate the conditions that pushed Germans to migrate to the United States.
- Determine the relationship between American factory development and immigration.
- Locate the largest areas of German settlement in North America.
- Investigate the politics of immigration.

List of Passengers taken on board the Brig Diana — of Dokum from Antwerp

Names	Age Years	Sex	Occupation	Country to which they belong	Country of which they intend to become Inhabitants	Died on the Voyage
Wilhelm Tattenius	52	male	Farmer	Frisia	Wisconsin	
Christina do	42	female	— wife of the above			
Stefanus "	19					
Isaac "	16	male				
Michael "	12	"				
Johann "	7	"	family of Wilh.	do	do	
Lucia "	4½	female				
Charlotte "	2	"				
Peter Friedr. Schilder	37	male	Farmer	do	do	
Margaretha do	32	female	daughter of the same			
Friedrich do	10	male	son of the same			
Hendrik Stefens	34	"	Farmer			
Christina do	21	female	his wife			
Gertrude do	1½	"	daughter of the above			
Jacob Hemmelson	35	male	Farmer			
Anna Maria do	26	female	wife of the same			
Christ. do	1½	male				
Peter do	10	"				
Mathias do	8	"	children of the above	do	do	
Christina do	6	female				
Adolph do	4	male				
Nicolaus Müller	28	"	farmer & farmer	do	do	
Magdalena do	28	female	his wife			
Joh. Jos. do	4	male	children of the same	do	do	
Jacob do	2	"				
Carl Neumann	28	"	Farmer	do	do	
Peter Joergen	49	"	farmer & farmer	do	do	
Barbara do	60	female	wife of the same	do	do	
Carsten do	19	male	son of the same	do	do	
Maria Pfleuecker	29	female	daughter of the above	do	do	

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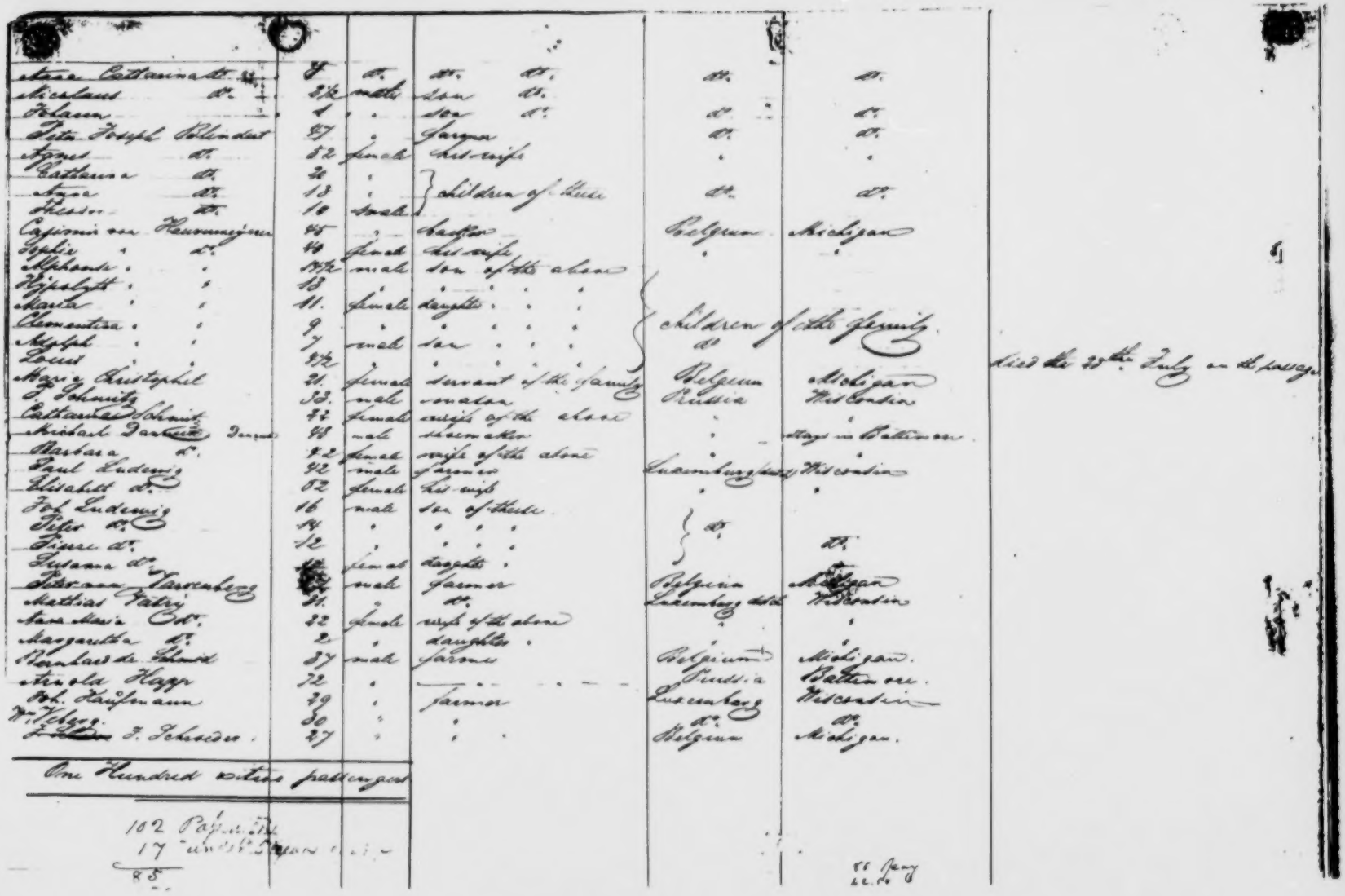

Steve Cattanach		8	do.	do.	do.	do.	
Nicolaus	do.	2½	male	Son	do.	do.	
Johann		1	.	Son	do.	do.	
Peter Joseph	Schneider	27	.	Farmer	do.	do.	
Agnes	do.	32	female	Housewife	.	.	
Catharine	do.	2	.				
Anna	do.	13	.	Children of the above	do.	do.	
Theresa	do.	10	female				
Capsimir von	Hammeyer	45	.	Farmer	Belgium	Michigan	
Sophia	do.	49	female	Housewife	.	.	
Alphonse	.	17½	male	Son of the above			
Rosalie	.	13	.	. . .			
Maria	.	11	female	daughter . . .			
Clementina	.	9	.	. . . .	Children of the family		
Adolph	.	7	male	Son . . .	do		
Lewis	.	5½	.	. . .			
Maria Christophil		21	female	Servant of the family	Belgium	Michigan	died the 29th July on the passage
Johnnity		38	male	Senator	Russia	West Indies	
Catharine	Johnnity	32	female	wife of the above			
Michael	Darius	48	male	Shoemaker		stays in Baltimore	
Barbara	do.	42	female	wife of the above			
Paul	Ludewig	42	male	Farmer	Luxemburg	Wisconsin	
Elisabeth	do.	32	female	Housewife			
Jos.	Ludewig	16	male	Son of the above			
Peter	do.	14	.	. . .	do.	do.	
Simon	do.	12	.	. . .			
Susanna	do.	10	female	daughter .			
Hubertus	Vanvaalenberg	21	male	Farmer	Belgium	Michigan	
Mathias	Valley	21	do.		Luxemburg	Wisconsin	
Anna Maria	do.	32	female	wife of the above			
Margaretha	do.	2	.	daughter .			
Bonaventure de	Schmet	37	male	Farmer	Belgium	Michigan.	
Theodor	Hagge	32	.		Prussia	Baltimore.	
Jos.	Kaufmann	29	.	Farmer	Luxemburg	Wisconsin	
Wm.	Velzig	30	.	.	do.	do.	
Peter	J. Schneider	27	.	.	Belgium	Michigan.	
One Hundred							

102 Passengers
17 "
85

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Transcription of Primary Source #15

List of Passengers taken on board the Brig Ornen of Schein from Antwerp

Names	Age Years	Sex	Occupation	Country to which they belong	Country to which they intend to become Inhabitants	Died on the Voyage
Wilhelm Pastorius	52	male	Farmer	Prussia	Wisconsin	.....
Christina dº	42	female	... wife of the above	"		
Catharina "	19	"	}			
Frank "	16	male	}			
Michael "	12	"	}			
Johann "	7	"	}family of these	dº.	dº.	
Lucia "	4 ½	female	}			
Charlotte "	2	"	}			
Peter Joseph Schuller	57	male	Farmer	dº.	dº.	
Margaretta dº.	12	female	daughter of the same	"	"	
Joseph dº.	10	male	son of the same	"	"	
Jguatz Steffens	34	"	farmer	"	"	
Christina dº.	21	female	his wife	"	"	
Gertrude dº.	1 ½	"	daughter of the above	"	"	
Jacob Howmelson	33	male	Farmer	"	"	
Anna Maria dº.	36	female	wife of them			
Joh. Jos. dº.	12	male	}			
Peter dº.	10		}			
Mathias dº.	8	"	}children of the above	dº.	dº.	
Christina dº.	6	female	}			
Adolph dº.	4	male	}			
Nicolaus Muller	38	"	joiner and farmer	dº.	dº.	
Magdalena dº.	34	female	his wife			
Joh. Jos. dº.	9	male	}children of these	dº.	dº.	
Jacob dº.	2	"	}			
Carl Neumann	28	"	farmer	dº.	dº.	

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Anna Catharina	7	d°.	d°. d°.	d°	d°
Nicolaus d°.	2 ½	male	son d°.		
Johann	1	"	son d°.	d°.	d°
Peter Joseph Blundert	47	"	farmer	d°.	d°.
Agnes d°.	52	female	his wife	"	"
Catharina d°	20	"	}		
Anna d°.	13	"	}children of these	d°.	d°.
Theodor d°.	10	male	}		
Casimir von Hauvermeyeren	45	"	backer	Belgium	Michigan
Sophie " d°.	40	female	his wife	"	"
Alphonse " "	14 1/2	"	son of the above	}	
Hypalyth " "	13	"	" " " "	}	
Maria " "	11	female	daughter " " "	}	
Clementina " "	9	"	" " " "	}children of the family	
Adolph " "	7	male	son " " "	} d°.	
Louis " "	4 ½	"	" " " "	}	died the 28th July on the passage
Maria Christophel	21	female	servant of the family	Belgium	Michigan
P. Schwitz	33	male	mason	Prussia	Wisconsin
Catharina Schwitz	22	female	wife of the above	"	"
Michael Dannuso Danqua	48	male	shoemaker	"	stays in Baltimore
Barbara d°.	42	female	wife of the above	"	"
Paul Ludewig	16	male	farmer	Luxemburg (dutch)	Wisconsin
Elisabeth d°.	52	female	his wife	"	"
Joh. Ludewig	16	male	son of these	}	
Peter d°.	14	"	" " "	} d°.	
Pierre d°.	12	"	" " "	}	d°.
Susanna d°.	10	female	duaghter "	}	
Peter von Varvenberg	27	male	farmer	Belgium	Michigan
Mathias Vatrig	31	"	d°.	Luxemburg (dutch)	Wisconsin
Anna Maria d°.	22	female	wife of the above	"	"
Margaretha d°.	2	"	daughter "	"	"
Bernhard de Schmid	37	male	farmer	Belgium	Michigan
Arnold Happ	72	"	" "	Prussia	Baltimore
Joh. Kaufmann	29	"	farmer	Luxemburg	Wisconsin
Wm Velberg	30	"	farmer	d°.	d°.
F. Schroeder	27	"	" "	Belgium	Michigan

One Hundred and two passengers
102 Pafsengers (Passengers)
17 under 5 years of Age

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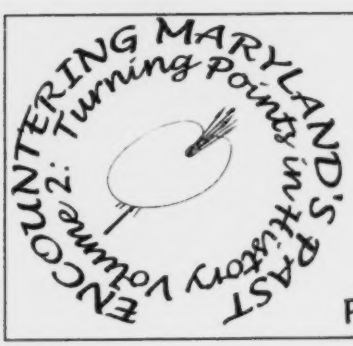

PRIMARY SOURCE # 16 (PICTURE)

Whitefield, E. "View of Baltimore, Md. From Federal Hill." New York: F. Michelin, 1847. Color lithograph. Maryland Prints Collection, V9. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Engraved print of Baltimore

WHO? Drawn and engraved by Edwin Whitefield; printed in color by Francis Michelin

WHEN? 1847

WHERE? Baltimore

WHY? To document Baltimore as an historically important port city

Description of the Source

The engraved drawing of Baltimore is part of a series of thirty-seven large folio-size views of historically important cities completed by English landscape artist Edwin Whitefield. In this source, Baltimore's identity as a major port city is clearly demonstrated. Note the many "Baltimore Clippers" crowding the harbor and the presence of a few early steam vessels. The color lithograph features the newly constructed Avalon Nail and Iron Works, built to replace the old plant. Notice the two-family workers' homes in the lower right corner of the image.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 216-217. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How were "Baltimore Clippers" different from other clipper ships? What special contributions did these ships make to American history?
- On what goods did Baltimore's commercial activities focus?
- Trace the rise and fall of Baltimore's importance as a major port.
- Explore iron manufacturing as one of Maryland's significant industries.
- How did innovation in transportation affect industry?
- Investigate the social and economic impact of changes in transportation change on everyday life.
- How did the War of 1812 impact the development of American industry?

PRIMARY SOURCE # 16 (PICTURE)

E. Sachse & Co. "Avalon Nail & Iron Works, Located on the Baltimore and Ohio Railroad, Ten Miles from Baltimore City." Baltimore: E. Sachse & Co., c. 1857. Color lithograph. Maryland Prints Collection, L86. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Color lithograph that depicts the Avalon Nail and Iron Works

WHO? Printed by E. Sachse and Company

WHEN? Printed c. 1857

WHERE? Baltimore County, near Relay

WHY? To record Baltimore's industrial growth

Description of the Source

The engraved drawing of Baltimore is part of a series of thirty-seven large folio-size views of historically important cities completed by English landscape artist Edwin Whitefield. In this source, Baltimore's identity as a major port city is clearly demonstrated. Note the many "Baltimore Clippers" crowding the harbor and the presence of a few early steam vessels. The color lithograph features the newly constructed Avalon Nail and Iron Works, built to replace the old plant. Notice the two-family workers' homes in the lower right corner of the image.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 143-144. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How were "Baltimore Clippers" different from other clipper ships? What special contributions did these ships make to American history?
- On what goods did Baltimore's commercial activities focus?
- Trace the rise and fall of Baltimore's importance as a major port.
- Explore iron manufacturing as one of Maryland's significant industries.
- How did innovation in transportation affect industry?
- Investigate the social and economic impact of changes in transportation change on everyday life.
- How did the War of 1812 impact the development of American industry?

PRIMARY SOURCE # 17 (DOCUMENT)

Mortin, John B., May, Benjamin F., and Stephens, John F. Recommendation for permit to travel for Mary Hazard [16 June 1848]. Free Negro Papers, MS.1281. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Letter that requests a travel pass for a free African American

WHO? Written to George McCullar by John B. Morton, Benjamin F. May, and John F. Stephens about Mary Hazard

WHEN? June 16, 1848

WHERE? Cecil County

WHY? To obtain a pass for Mary Hazard to travel to Delaware unhindered by the authorities

Description of the Source

This letter from three white gentlemen attests that Mary Hazard, an African-American woman, has been free for twenty years. They recommend that she be issued a permit to travel to Wilmington, Delaware to visit her ill daughter. As the sectional crisis began to escalate in the 1840s, concern over runaway slaves led to increased restrictions on the movement of all blacks. These concerns led to the Fugitive Slave Act in 1850.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 169-171, 210-213. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- Why were Marylanders more inclined to manumit than slaveholders in other Southern states? Why were slaveholders in Northern and Western Maryland more likely to manumit than their counterparts in Southern and Eastern Maryland?
- Describe Baltimore's free black community. What were some of the most popular occupations for free African Americans? Did they unite to form any associations or organizations?
- Describe the interaction between Maryland's free blacks and slaves. How did white Marylanders feel about this contact?
- Investigate the impact of slave revolts (Nat Turner, Denmark Vesey) on the rules regulating slave life.
- Examine the contradiction between American democracy and the suppression of rights.

Warwick Md June 16th 1845

Mr George McCubbin

Sir I have known Mary Ho a colored woman to be a free woman for the last Twenty years living in the Neighborhood and wishing to go to Wilmington to see her daughter that lays very sick wishes a pass to go on and as his Mary is I believe to be abought sixty years of age

Yours respectfully
John B Morton
Jno. F. May
John F. Stephens

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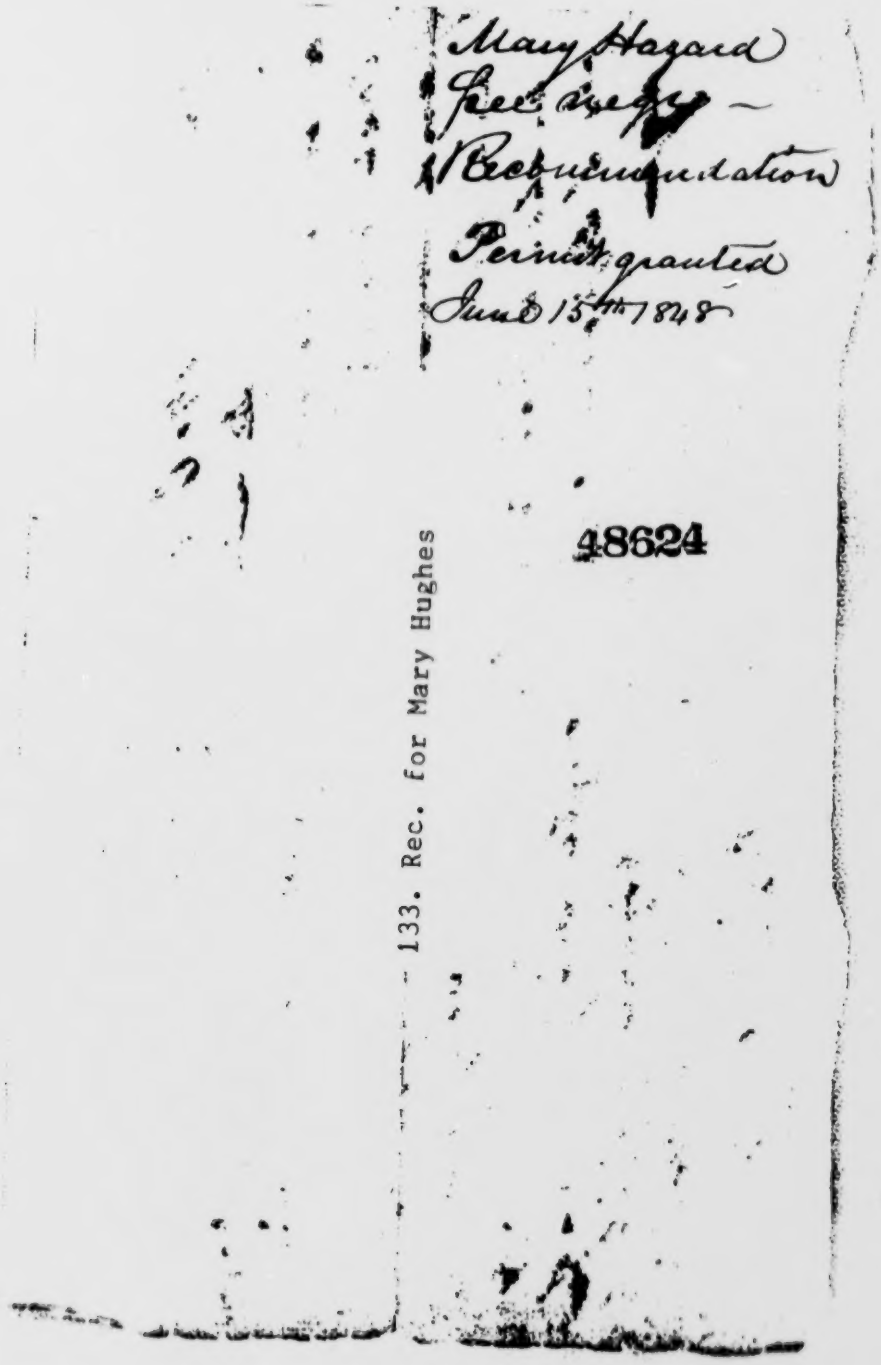

Maryland Historical Society Library
201 W. Monument St., Baltimore, MD 21201

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PRIMARY SOURCE #17
Encountering Maryland's Past, Volume 2: Turning Points in History
A Primary Source Kit from the Maryland Historical Society

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Transcription of Primary Source #17

Warwick Md June 16th 1848

Mr George Mc Cullar

Dr Sir I have known Mary Hazard a colerd woman to be a free woman for the last twenty years living in the Neghborhod and wishing to go to Willmington to see her daughter that layes very sick wishes a pas to go on and see hir Mary Is I supose to be abouthe sixty years of age

yours respectfuly
John B Morton
Benj. F. May
John F. Stephens

Mary Hazard
free negro -
Recommendation

Permit granted
June 15th 1848

Note: The spelling, capitalization, and punctuation are the authors'.

Maryland Historical Society Library
201 W. Monument St., Baltimore, MD 21201

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PRIMARY SOURCE # 18 (PICTURE)

"A Sketch, from The New Tragic Farce, of 'Americans Shall Rule America' as enacted by Mayor Swann of Baltimore, and his wonderful 'Star' Company [1858]." Pen and ink drawing. Museum Collection. Maryland Historical Society, Baltimore, Maryland.

WHAT? Sketch that addresses political violence in Baltimore

WHO? Artist unknown; depicts Baltimore's anti-immigrant groups

WHEN? 1858

WHERE? Baltimore

WHY? To condemn Baltimore's political violence and the nativism of Know-Nothings

Description of the Source

By the middle of the nineteenth century, an influx of immigrants, especially German and Irish, came to Maryland. At this time, the Know-Nothings became especially strong in Baltimore and opposed the rising tide of immigration and advocated rule by native-born Americans. Nativist political groups often adopted tough names like the Plug-Uglies and the Red Necks and aligned themselves with the American Party. In this sketch, the artist denounces both the political violence and nativism that plagued Baltimore throughout the 1850s. He depicts armed men from a Know-Nothing gang parading through the city in search of Irish and German immigrants to harm. Notice that while the caption mentions the Dutch, the sketch is actually referring to German immigrants. Note also that Mayor Thomas Swann's name is written on the cart on which the ruffians ride. The artist accuses Swann of allowing, if not encouraging, Know-Nothing violence.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 258-264. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- What were the origins of the American Party? How successful were Know-Nothings in garnering support?
- Why was "Know-Nothingism" so strong in Baltimore?
- Compare/contrast Baltimore's demography in 1810, 1850, and 1890.
- How involved was Mayor Swann in Baltimore's political violence? What measures did the city government take to try to quell the violence?
- How did the Know-Nothings impact the social foundation of Maryland?
- Investigate the impact of nativism on state and federal legislation.
- Investigate the "Order of 'The Star Spangled Banner'."
- How did the Catholicism of the German and Irish immigrants influence the development of nativist sentiment in Baltimore and the United States?
- Investigate the politics of immigration.

A SKETCH, from

The New Tragic Farce, of "AMERICANS SHALL RULE AMERICA."

as enacted by Mayor SWANN *of Baltimore, and his wonderful* "STAR" *Company:*

Scene, laid in the Heart of the City of Baltimore.

Enter, an Omnibus, loaded with Blood-Tubs, Cut Throats, Hell-Hounds, Tigers, Black-Snakes, &c.

Voice from the Bus. — *"Hello!! Red-Neck,—Seen any thing worth Shooting, to-day to-day!"*

Red-Neck on the Corner. — *"No nothing of any Count worth speaking of.— Some of the Fellers rucked out a "LAGER BEER" just now, and minyed a few Dutch,— But I'm tired of Shooting Dutch"* and Irish, *I am!—If I don't kill something else soon, I'll spite!*

Chorus of Voices.—O! Hard-Times! O! Rip Raps! Wade in Hell-Hounds! O! Babes! O! Roughskins! O! Plugs! O! Ladies-men! Make up Black Snakes! O! Lime-[illegible]

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A SKETCH from

the New Tragic Farce of "AMERICANS SHALL RULE AMERICA."

as enacted by Mayor SWANN of Baltimore, and his wonderful "STAR" Company.

Scene, laid in the Heart of the City of Baltimore.

Enter, an Omnibus, loaded with Blood-Tubs, Cut Throats, Hell-Hounds, Tigers, Black-Snakes, &c.

Voice from the Bus.— "Hello!! Red-Neck, —Seen any thing worth Shooting; up this way to day!"

Red-neck on the Corner. "No, nothing of any 'count worth speaking of. Some of the Fellers racked-out a "Lager Beer" just now, and winged a few Dutch, But I'm tired o' shooting Dutch and Irish, I am! If I don't kill something else soon I'll spile!

Chorus of Voices,—O! U! Hart-times! O! U! Rip Raps! Wade in Hell-Hounds! O! U! Babes, O! U! Rough-Skins! O! U! Plugs! O! U! Ladies-men! Wake up Black Snakes! O! U! Little-Fellers!!!&c &c &c

PRIMARY SOURCE # 19 (AD/BROADSIDE)

Harper and Calvo, Printers. "Epitaph. Here Lie the Mutilated and Disjointed Remains of the Noblest Form of Government [November 1860]. Broadside Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Broadside that accuses Lincoln and the Republicans of destroying the nation

WHO? Printed by Harper and Calvo

WHEN? November, 1860

WHERE? Maryland; probably printed in Baltimore

WHY? To condemn the Northern states and the Republican Party for creating the sectional crisis and to inspire sympathy for the South

Description of the Source

This broadside, published shortly after Lincoln's election and South Carolina's secession from the Union, blames the Republicans and Northerners, in general, for dividing the nation. It asserts that the Northern states wrongly interfered with Southern affairs, most notably slavery, violated the Constitution and the expressed wishes of the nation's greatest leaders, promoted race-mixing, and thus destroyed the Union. As the publication of this broadside in Baltimore suggests, a significant portion of Baltimoreans sympathized with the South.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 270-274. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- Which groups of Marylanders were most likely to support the North in the sectional debate? The South? Why?
- What was the Maryland government's position on secession?
- How is the right of secession supported in the Declaration of Independence?
- How did Thomas Jefferson's legacy influence South Carolina's secession?
- Investigate the reasons why Maryland was divided in its support for the candidates in the 1860 election.
- What arguments did Marylanders make for and against secession?
- Compare Maryland's situation as a border state with that of other border states.

EPITAPH.

HERE LIE THE MUTILATED AND DISJOINTED

REMAINS

OF THE

NOBLEST FORM OF GOVERNMENT

ever contrived by the wisdom of Man, or blessed by the smiles of Heaven for promoting the greatest good of the greatest number of the People of the Human Race;

THE UNITED STATES OF AMERICA.

BORN

On the 4th of July, 1776;

ushered into the world amidst the rejoicings of millions of men in both hemispheres; the roaring of cannon, bonfires, illuminations, and every other demonstration of public and universal joy;

THIS YOUNG REPUBLIC,

the gaze and admiration of the world, after encountering stupendous difficulties throughout a

LONG AND BLOODY WAR,

Waged with the most powerful nation of the earth, in support of its newly declared Independence, finally, by the blessing of God, and under the leadership of the Noblest Man that ever lived in the tide of time,

GLORIOUSLY TRIUMPHED,

and on the 17th of September, 1787, with a view to the formation of

A MORE PERFECT UNION,

established and proclaimed a written Instrument of Government, which for comprehensive and accurate knowledge of man's nature: enlarged views of the duties and obligations of men associated in civil society; wise and beneficient provisions designed to establish justice, insure domestic tranquility, provide for the common defence, promote the general welfare, and secure the blessings of liberty to themselves and their posterity;" as well as by its admirable system of checks and balances, and the rare wisdom with which it sought to reconcile conflicting opinions and prejudices, by the most enlightened mutual concession and forbearance, has never been surpassed, if equalled, by any of the most illustrious productions of Ancient or Modern times. This Great Work was denominated

The Constitution of the United States.

Under the operation of this celebrated Instrument of Government, wisely administered by a succession of Statesmen, some of whom will live in the annals of all time, beginning with him who was first in Peace as in War, as always in the hearts of his Countrymen,

THE UNITED STATES OF AMERICA,

In the short period of the life of man, accomplished a career of prosperity and renown to which nothing in the Ancient Republics can compare. Nor has anything ever been witnessed, in the career of the most celebrated Empires and Kingdoms, to which this

YOUNG REPUBLIC

might not have attained, and to which indeed it was steadily ascending, by the concurrent and far-seeing judgments of calm-minded and unprejudiced men in all parts of the World. Emerging from a state of Colonial dependence, it rapidly advanced, from a confederacy of thirteen comparatively feeble States, to an imposing Confederated Assemblage of

THIRTY-THREE SEPARATE AND INDEPENDENT SOVEREIGNTIES, FIVE TERRITORIES,

and a

SEPARATE DISTRICT,

The Residence of the Federal Government, and subject to Federal rule. Its Population, which, at the Era of its Birth, scarcely exceeded

THREE MILLIONS,

In the year 1860 reached, if not exceeded, the astonishing increase of

THIRTY MILLIONS;

Its Commerce and Navigation comprised and covered a list and description of articles of its own growth, produce and manufacture, and of that of all other parts of the world, which, by its substantial results and the universal employment it afforded, enriched and rendered happy the homes of all these Millions of People with

EVERY COMFORT AND LUXURY OF LIFE.

Its Internal Trade was a source of boundless wealth. Its Agriculture and Manufactures reached a point of the highest prosperity. Its Resources of every kind and description were exuberant. Its Revenues, from Domestic and Foreign sources, exceeded the wants of the Nation. At one time it was out of Debt.

ITS TERRITORY

was washed by two Oceans, and its area reached nearly to that of all Europe combined.

urged on domestic insurrection in those States; promoted an armed invasion of their Soil and Sovereignty; resisted the execution of the Fugitive Slave Law; forgot that they were bound by Oath or Affirmation to support the Constitution; and even endeavored to degrade the People of the Southern or slaveholding States, by refusing to them an equal enjoyment of the

TERRITORIES OF THE UNION,

acquired by the common blood and common treasure of all.

This series of unmitigated wrongs and insults, continued for a succession of years, each in violation of the plainest principles of the

COMMON COMPACT,

to which the common ancestors of all, both North and South, had given their deliberate and "unanimous consent," by their Representatives in Convention assembled, was equally unprovoked.

No pretence was made that the Southern or slaveholding States had ever sought in any way to interfere with the domestic concerns of the Northern or non-slaveholding States, or force upon them their separate institutions; above all, deny to them any Constitutional right; no attempt at invasion of their soil or sovereignty; no denial to them of a common right in the Territories of the Union, ever came from the South; nor was the latter ever charged with the infraction of a single

CONSTITUTIONAL DUTY.

The one great end sought, at bottom, to be accomplished by all this

Long, Dark Catalogue of Wrongs,

on the part of the Northern or non-slaveholding States, against their gallant high-spirited, but unoffending brethren of the South, who so largely helped to found the Republic, and contributed so largely to its renown.

IN THE HIGHEST COUNCILS OF THE NATION

upon the battle field and the ocean wave, was, (deny it as they might,) first to abolish, with piratical and fratricidal hand, the

DOMESTIC INSTITUTIONS OF THE SOUTH

and then to elevate the NEGRO RACE to an equality with the

FREE WHITE INHABITANTS OF THE COUNTRY;

Thus introducing practical amalgamation, to end, it may be, in after years, in inter-marriage, and all other social ties, between two races, never designed by Providence to live together on terms of equality.

Thus the People who entertained these fanatical and treasonable designs were for practically subverting the Government, as it came from the hands of its founders, and making it equally a

GOVERNMENT OF BLACK MEN.

Doubtless there were among them many good but misguided citizens, who never seriously reflected upon the consequences of their acts, their speeches and their votes; and who would have recoiled with horror from the abyss down which they were about to plunge their country, had they so reflected; but a formidable and controlling phalanx known as

THE REPUBLICAN PARTY,

were traitors at heart, to the

CONSTITUTION OF THE UNITED STATES,

And will be so handed down to all future time, by the truthful pen of history. Against the monstrous doctrines and malignant designs of this party, the Southern, or Slave-holding States, comprising

FIFTEEN DISTINCT INDEPENDENT SOVEREIGNTIES,

embracing an amount of high intelligence, finished education and accomplishment, lofty spirit and devoted patriotism, and

The Heroic Democratic Party of the North,

composed of men of like patriotism and spirit, and educated and accomplished bearing, waged unceasing but fruitless warfare, and on the above named day,

The 6th of November, 1860,

the contest, was ended by the triumph of those doctrines and designs, and the consequent

DISMEMBERMENT OF THE CONFEDERACY.

If the most sublime exhortations of human wisdom, the most solemn and affectionate and eloquent warnings of Patriots and Statesmen, could have averted this greatest calamity in the history of the World it would never have happened.

This Tablet

Would but imperfectly transmit the history of this great event, if a few, at least, of these inestimable words of counsel, from some among a host of illustrious citizens of that

GREAT CONFEDERACY OF SOVEREIGN STATES,

to their countrymen, on various memorable occasions, were not here produced.

WASHINGTON,

THE ILLUSTRIOUS FOUNDER OF THE REPUBLIC,

In his FAREWELL ADDRESS to his Fellow-Citizens—pronounced by a British Historian to have been unequalled by any composition of inspired wisdom—with all the earnestness of a Patriot and a Sage, and with "the disinterested warnings of a parting friend," impressed upon his countrymen his most anxious hopes for the

INVIOLABLE PRESERVATION OF THE CONSTITUTION.

His words were, "That the Free Constitution, which is the work of your hands, may be

SACREDLY MAINTAINED"

He also entreated his Fellow-Citizens to consider the

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ITS FLAG,

Glittering with Stars and Stripes, which had lighted up the Land and the Ocean, by the Splendor of its Victories, floated in triumph in every Sea, and on hostile shores. It enjoyed the universal respect, and attracted the admiration of the World.

Its Ambassadors to other Nations were everywhere received with the most flattering marks of distinction.

The Representatives of Eastern Potentates, who for ages had declined all intercourse with the rest of the World, came to its Shores to exchange in person, at its Seat of Government, the Ratification of a

TREATY OF AMITY

With the United States, and bowed the head in token of respectful salutation to

THE CHIEF MAGISTRATE OF THE REPUBLIC;

And the descendant of a long line of Kings, the youthful Heir Apparent of the proudest Monarchy on Earth, surrounded by the Representatives of a gorgeous and powerful Aristocracy, stood, UNCOVERED, side by side, with the same Chief Magistrate, AT THE TOMB OF WASHINGTON, IN SILENT HOMAGE.

But the

MUSE OF HISTORY

Weeps as she records the speedy downfall of this Republic, and with it the extinction of so glorious a fabric of Human Government.

ON THE 6TH OF NOVEMBER, 1860.

A Day Memorable in the Annals of Mankind,

A decree was pronounced by the people of the United States, met in their sovereign capacity, in trembling expectation of which all hearts had been anxiously throbbing for months with alternate emotions, which, amid the tears of Patriots, and the exultation of a different description of men, finally

DISSOLVED THE BANDS OF THE CONFEDERACY,

And left these honored Remains upon the bank and shoal of Time, the sport of the whirlwind and the storm. Thus

THE UNITED STATES OF AMERICA

Perished in the Eighty-fifth year of its existence, and in little more than Seventy-three years from the adoption of its incomparable

FEDERAL CONSTITUTION.

It may be instructive to inquire into, and may serve as a beacon light to those who are to live hereafter, to enumerate some of the causes which preceded, and finally accomplished this

GREAT CATASTROPHE.

It would far transcend the limits of this Inscription, to pretend to anything like a minute recapitulation of even the least of these, but a brief Review may be attempted.

It may be sufficient to state that the American People were the

Authors of their own destruction,

Though they inherited the blood of a

FREE WHITE RACE,

Though their Government was designed established and proclaimed under the most solemn sanctions, as exclusively a

GOVERNMENT OF WHITE MEN;

Though Six of the new non-slaveholding States, to wit: New Hampshire, Massachusetts, Connecticut, New York, New Jersey and Pennsylvania, united with six slave-holding States, to wit: Delaware, Maryland, Virginia, North and South Carolina and Georgia, in giving in, by their Representatives in the Convention, their "UNANIMOUS CONSENT" to the Constitution which was the work of that Convention;

Though that solemn Instrument declared, among other wise provisions, as follows:

"The citizens of each State shall be entitled to all the privileges and immunities of citizens in the several States."—Art. 4, Sec. 2.

And again

"No person held to service or labor in one State, under the laws thereof, escaping into another, shall, in consequence of any law or regulation therein, be discharged from such service or labor; but shall be delivered up on claim of the party to whom such service or labor may be due."—Art. 4, Sec. 2

And again,

"This Constitution shall be the Supreme Law of the Land"—Art. 6, Sec. 2

And again,

"The Senators and Representatives before mentioned, and the Members of the several State Legislatures, and all Executive and Judicial Officers, both of the United States and of the several States, shall be bound by Oath or Affirmation to support this Constitution."—Art. 6, Sec. 3.

Notwithstanding these wise provisions for the formation of a "more perfect Union," for the "establishment of justice," for "ensuring domestic tranquility" and "promoting the general welfare,"

AMBITIOUS AND UNPRINCIPLED LEADERS,

in some of the Northern or non-slaveholding States, became Traitors to the Constitution, to their own Consciences, and to the Country; made war upon the separate Institutions of the Southern or slaveholding States, which, under the provisions of that solemn Compact they had no right whatever to touch; thus

VIOLATED THE COMPACT;

IMMENSE VALUE OF THEIR NATIONAL UNION,

And to manifest their attachment to it, by "indignantly frowning upon the first dawning of every attempt to alienate any portion of our country from the rest, or enfeeble the sacred ties which now link together the various parts."

JACKSON,

The second Warrior Statesman and Hero President, in a single sentence which has become classic, as well by its brevity as the fire of patriotism, has embalmed his devotion to the same glorious cause.

His few and memorable words were —

"THE UNION—IT MUST AND SHALL BE PRESERVED."

OF

ADAMS,

His great competitor, it was said by eminent authority, (Edward Everett,) that no public man had "a deeper sense of the binding power of the CONSTITUTION AND THE LAW."

CLAY,

The noble, the chivalrous, the lion-hearted Clay, in one of the most thrilling of his eloquent speeches in the Senate of the United States, in 1839, exclaimed

"I beseech the ABOLITIONISTS THEMSELVES solemnly to pause in their mad and fatal course. Amid the infinite variety of objects of humanity and benevolence, which invite the employment of their energies, let them select some one more harmless, that does not threaten to

Deluge our Country in Blood.

"I adjure ALL THE INHABITANTS OF THE FREE STATES TO REBUKE AND DISCOUNTENANCE, by their opinion and their example, measures which must inevitably lead to the

MOST CALAMITOUS CONSEQUENCES."

WEBSTER,

Than whom no greater Statesman or purer Patriot ever adorned the annals of his Country, spoke as follows in the Senate of the United States, in his celebrated reply to Mr. Hayne:

"While the Union lasts we have high, exciting, gratifying prospects spread out before us, for us and our children. Beyond that I seek not to penetrate the veil. God grant that in my day, at least, that curtain may not rise. God grant that on my vision never may be opened what lies behind. When my eyes shall be turned to behold, for the last time, the sun in heaven, may I not see him shining on the broken and dishonored fragments of a once glorious Union; on States dissevered, discordant, belligerent; on a land rent with civil feuds, or drenched, it may be, in fraternal blood! Let their last feeble and lingering glance rather behold the gorgeous ensign of the Republic, now known and honored throughout the earth, still full high advanced, its arms and trophies streaming in their original lustre, not a stripe erased or polluted, not a single star obscured—bearing for its motto no such miserable interrogatory as, What is all this worth? Or those other words of delusion and folly—Liberty first and Union afterwards—but everywhere spread all over in characters of living light, blazing in all its ample folds, as they float over the sea and over the land, and in every wind over the whole heavens, that other sentiment dear to every true American heart—LIBERTY AND UNION, NOW AND FOREVER, ONE AND INSEPARABLE."

And again to the citizens of Philadelphia, in 1846, thus spoke the GREAT NEW ENGLANDER:—"I cannot help thinking that what Pennsylvania is, and that greater which Pennsylvania is to be, is, and will be, mainly owing to the

CONSTITUTIONAL GOVERNMENT

under which we live. I believe that no human working on such a subject, no human ability exerted for such an end, has ever produced so much happiness, or holds out now to so many millions of people the prospect, through such a succession of ages and ages, of so much happiness, as

THE CONSTITUTION OF THE UNITED STATES.

This Constitution, fairly expounded and justly interpreted is

THE BOND OF OUR UNION.

"Those who opposed it were all bound in honor and justice to follow the example of

PATRICK HENRY,

who himself opposed it, but who, when it had been adopted, took it in the fullness of its spirit, and to the highest extent of its honest interpretation."

At a Congressional Banquet at the Metropolis of the United States, on the 22d of February, 1859, in honor of

WASHINGTON'S BIRTH DAY,

Commodore Stockton, a Senator from New Jersey, the President of the day said—

"The American people will be true to their country and to its Constitution just so long as we are all true to the memory of Washington. Through all time the virtue of our people will be gauged by the intensity of their veneration for his precepts of wisdom."

"Let forbearance and conciliation towards ALL THE DIFFERENT SECTIONS OF OUR COUNTRY distinguish our councils."

Mr. CRITTENDEN, of Kentucky, said, on the same occasion

"What a Legacy! We rejoice in riches no nation ever knew before. What are the mines of California, with their perishing gold, to this?" (The Farewell Address of Washington.) "Allow me to allude to the two subjects upon which he has been peculiarly emphatic in his advice. The one is, to preserve

THE UNION OF THESE STATES.

These sentiments, and a great many more, eloquently uttered on the occasion by patriotic citizens from all parts of the Confederacy, distinguished by eminent services, were received with strains from enlivening bands, amongst which the inspiring airs of

HAIL COLUMBIA

and

THE STAR SPANGLED BANNER,

consecrated as the music of the Union, were proudly predominant.

Alas! that all, all should have perished, and that the Requiem of the Republic should be sung amid the

Tears and Lamentations of Fraternal Love.

Harper & Calvo, Printers, 59 Broad Street, Side Entrance, up Stairs.

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PRIMARY SOURCE # 20 (AD/BROADSIDE)

Election tickets [1860]. Ephemera Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Election tickets from the election of 1860

WHO? John Breckinridge and Joseph Lane; John Bell and Edward Everett; Abraham Lincoln and Hannibal Hamlin

WHEN? 1860

WHERE? Maryland

WHY? To announce the candidates of each party and their platforms

Description of the Source

These three party tickets from the election of 1860 declare the candidates and slogans for the Southern Democrats (Breckinridge and Lane), Republicans (Lincoln and Hamlin), and Constitutional Unionists (Bell and Everett). Not shown is the election ticket for the Northern Democrats (Stephen Douglas and Herschel Johnson). The Democratic Party had split into Northern and Southern wings over the issue of slavery at their convention, and Maryland moderates had formed the Constitutional Union Party as an alternative to the other openly sectional parties. While the actual platforms of the parties differed significantly on slavery, note that their slogans were very similar. Each party invoked the Constitution and the Union and professed to represent the core values of the American republic. In the election, Marylanders rejected the Republicans and Northern Democrats outright, and Breckinridge won by a narrow margin over Bell.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 269-272. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- Explore more fully the platforms of each party in the election of 1860.
- What can you gather about Maryland's stance in the sectional crisis by voting patterns across the state?
- Investigate the reasons why Maryland was divided in its support for the candidates in the 1860 election.
- What arguments did Marylanders make for and against secession?
- Compare Maryland's situation as a border state with that of other border states.

Maryland State Ticket.

Election, Tuesday, November 6th, 1860.

"The Union, the Constitution, and the Enforcement of the Laws."

For President of the United States.

JOHN BELL,

Of Tennessee.

For Vice President of the United States,

EDWARD EVERETT,

Of Massachusetts.

For Electors of President and Vice President of the United States

CHARLES F. GOLDSBOROUGH,
J. DIXON ROMAN.

1st District—JAMES U. DENNIS.
2d " JOHN E. SMITH.
3d " SAMUEL M. RANKIN.
4th " WILLIAM PRICE.
5th " JAMES S. CARPER.
6th " ALEXANDER B. HAGNER.

The Constitution, the Union, and the Equality of the States.

For President,

JNO. C. BRECKINRIDGE

OF KENTUCKY.

For Vice-President,

JOSEPH LANE,

OF OREGON.

For Electors of President and Vice-President of the United States,

E. LOUIS LOWE,
JAMES LLOYD MARTIN,
ELIAS GRISWOLD,
JOHN BROOKE BOYLE,
JOSHUA VANSANT,
T. PARKIN SCOTT,
JOHN RITCHIE,
JAMES S. FRANKLIN,

Republican Ticket.

FOR PRESIDENT,

Abraham Lincoln,

OF ILLINOIS.

FOR VICE-PRESIDENT,

Hannibal Hamlin,

OF MAINE.

FOR ELECTORS.

For the State at Large,

WILLIAM L. MARSHALL,
GEORGE HARRIS.

1st District—DANIEL T. OREM,
2d " WM. PINCKNEY EWING.
3d " FRANCIS S. CORKRAN.
4th " GEO. EDWARD WISS.
5th " ISAAC GEHR,
6th " MONTGOMERY BLAIR.

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PRIMARY SOURCE # 21 (DOCUMENT)

Hicks, Thomas. Letter to President Abraham Lincoln [26 May 1862]. Hicks Papers, MS.1313. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Letter that addresses Maryland's concerns as a border state during the Civil War

WHO? Written by Governor Thomas Hicks to President Abraham Lincoln

WHEN? May 26, 1862

WHERE? Maryland; written in Dorchester County

WHY? To ask Lincoln not to interfere with slavery and to restrain extremists

Description of the Source

In this letter, Governor Thomas H. Hicks asks President Lincoln to respect the difficulties Maryland faces as a border state in the Civil War. After openly admitting to opposing Lincoln's election but pledging allegiance to the administration, Hicks complains that the emancipation of slaves in Washington, D.C. has caused trouble for Maryland. He insists that he is unconcerned about losing his own slaves, but he requests that Lincoln restrain the abolitionists until the Union is saved. Hicks is obviously worried that Lincoln plans to emancipate the slaves at some point in the near future. Lincoln did emancipate the slaves on January 1, 1863, but only in those states then in rebellion. The Maryland legislature ultimately emancipated the state's slaves in the new state constitution of 1864.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 256-258, 264-265, 270-274. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How was Maryland adversely affected by the District Emancipation Bill?
- Which portions, if any, of Maryland's population supported abolition?
- Compare Maryland's situation as a border state with that of other border states.
- In what ways did the Emancipation Proclamation protect the needs of the border states?
- Examine the contradiction between American democracy and the suppression of rights.

Appleby
May 26. 1862

His Excellency

A. Lincoln Pres U.S.

I beg you my Dear excuse the liberty. now taken to write you confidentially upon the Subject of our difficulties. In my first interview. I told you that I had no Personal favor to ask of you, that I had done all properly in my power to prevent your Election, on this subject I have nothing to take back, but as you were Elected in accordance with the Constitution of the U.S. and despite my opposition, I felt bound to sustain yr administration, as far as it accorded with the Constitution of the U.S. - So far I see nothing at variance with that Instrument, attho I desired you to veto the Dist. Emancipation Bill as a matter of Pol to the Border States - I care not for that. although it has given us trouble - I have observated to our people that you will not interfere with Slavery in the states, now my Dear while I care not for myself or my Slaves. I beg you to prevent as far as you can, the mad doings of Sumner Hill Lovejoy &c, until the Rebellion shall be put down

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that done, then I care but little what shall follow provided all shall look to a proper restoration of the Union, One thing at a time, let us put down the Rebellion then I care nothing for Slavery. but see my Dear Sir, the effort being made to Reinstate the Democratic Party. that Infernal party that has ruined the Country, and if we do not manage things well, it is bound again to get control and then the Country is Cursed. I have no want of confidence in your Honesty, yr Patriotism and love of the Union, but do not my dear Sir, let all hasty of the North South or Middle states, lead us to ruin. No man is more anxious for the success of your administration than myself. I am pledged to the Eyes for your Honesty, Patriotism and strict observation and adherence to the Constitution of the U.S. and for this I have been often reproached, but care not for such reproach, all I care for is that I may not be put at fault. I beg you Keep down as far as you can the ultra men of the North. the South we have to fight down. let us do one thing at a time. I am ready to give up my Slaves too now if necessary to the preservation of our blessed Union and the success of yr administration. let us not have too many things thrown up with the main thing. obey Thaddeus's

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Transcription of Primary Source #21

Appleby

His Excellency May 26 1862

A. Lincoln Pres U.S.

I beg you my

Dear excuse the liberty now taken to write you confi=
dentially upon the Subject of our difficulties. In our
first interviews, I told you that I had no Personal favor
to ask of you, that I had done all properly in my
power to prevent your Election; on this subject I have
nothing to take back, but as you were Elected in
accordance with the Constitution of the U.S. and
despite my opposition, I felt bound to sustain yr
administration, as far as it accorded with the Cons
=titution of the U.S. So far I see nothing at variance
with that Instrument, altho I desired you to veto
the Dist. Emancipation Bill as a matter of Policy
to the Border States. I care not for that, although
it has given us trouble. I have afseverated [asseverated] to our
people that you will not interfere with slavery
in the states, now my Dear while I care not
for myself or my slaves. I beg you to prevent as
far as you can, the mad doings of Sumner Willson
Lovejoy tc, until the Rebellion shall be put down

That done, then I care but little what shall follow
provided all shall look to a proper restoration
of the Union, one thing at a time, let us put down
the Rebellion then I care nothing for slavery, but
see my Dear Sir, the effort being made to Refsurect [Ressurect]
the Democratic Party, that Infernal party
that has ruined the Country, and if we do not manage
things well, it is bound again to get control and then
the Country is Cursed. I have no want of confid=
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the Union, but do not my dear Sir, let ultraists
of the North South or Middle States, lead us to ruin
no man is more anxious for the succefs [success] of your
administration than myself. I am pledged to the
Eyes for your Honesty, Patriotism and strict obers=
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U.S. and for this I have been often reproached, but
care not for such reproach, all I care for is that I
may not be put at fault. I beg you keep down as
far as you can the ultra men of the North. the
South we have to fight down. let us do one thing at
a time. I am ready to give up my slaves tomorrow if
necefsary [necessary] to the preservation of our blefsed [blessed]
Union and
the succefs [success] of yr Administration. let us not have too
many things mix'd up with the main thing. obtly Thos. H. Hicks

Note: The spelling, capitalization, and punctuation are Hicks'.

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PRIMARY SOURCE # 22 (PICTURE)

Photograph of Baltimore from Fort Federal Hill [c. September 1862]. Peale Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Photograph of Union cannon that target Baltimore from Federal Hill

WHO? Union soldiers

WHEN? Fall (probably September), 1862

WHERE? Baltimore

WHY? To document the Union army's fortification of Baltimore

Description of the Source

These two sources address the military occupation of Baltimore by Union troops. In the months surrounding the outbreak of the Civil War, Maryland's loyalty to the Union was in question. Many powerful Marylanders openly advocated secession. Responding to this threat, General Benjamin F. Butler occupied Federal Hill on the evening of May 13, 1861 and trained his guns upon the city. Baltimore remained an occupied city for the remainder of the war. The photograph was taken from Fort Federal Hill over a year after Butler first entered the city. The occupation outraged the state's Southern sympathizers. James Randall, a native Marylander then living in Louisiana, heard of the presence of Union troops in the city and penned the lyrics to "Maryland, My Maryland!" (originally titled "My Maryland") in protest. The song, which became the state anthem, urges Marylanders to repel the Yankee invaders and secede.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 280-283. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- Would Maryland have seceded had the Union army not prevented it?
- How did military occupation impact the daily lives of Baltimore's citizens?
- How does "Maryland My Maryland!" reflect the divided loyalties of the state?
- Why did Lincoln suspend the privilege of the writ of habeas corpus? Was this action constitutional?
- Compare and contrast Lincoln's efforts to suppress dissent during the Civil War with those of Jefferson Davis.
- Compare Maryland's situation as a border state with that of other border states.
- How did the war affect Maryland?

PRIMARY SOURCE # 22 (DOCUMENT)

Randall, James Ryder. "Maryland, My Maryland! [c. 1863]." Sheet Music Collection. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Sheet music for "Maryland, My Maryland!"

WHO? Lyrics written by James Ryder Randall

WHEN? c. 1863

WHERE? Written in Louisiana about Maryland

WHY? To protest the military occupation of Baltimore and the arrest of Marylanders with Southern sympathies

Description of the Source

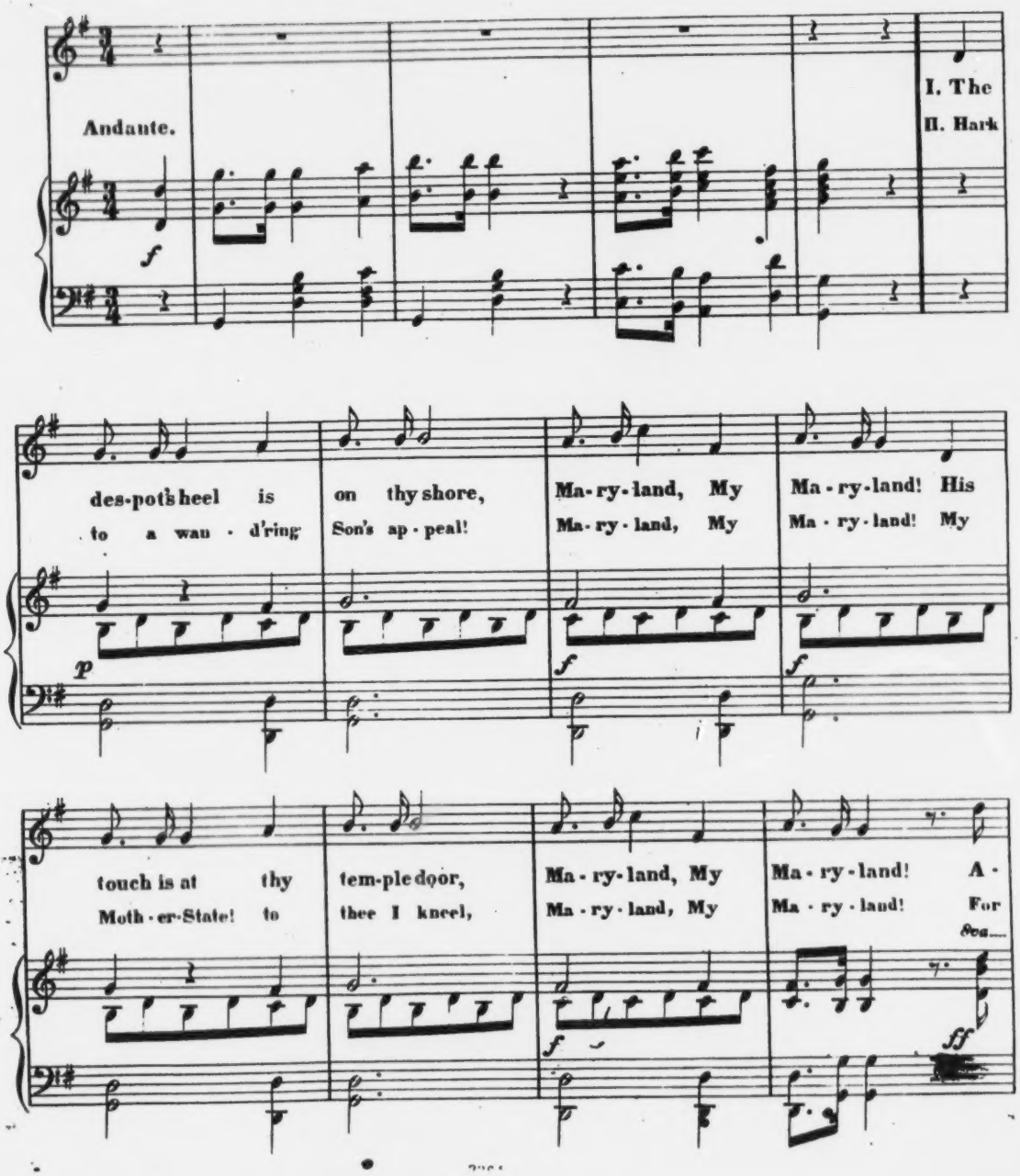
These two sources address the military occupation of Baltimore by Union troops. In the months surrounding the outbreak of the Civil War, Maryland's loyalty to the Union was in question. Many powerful Marylanders openly advocated secession. Responding to this threat, General Benjamin F. Butler occupied Federal Hill on the evening of May 13, 1861 and trained his guns upon the city. Baltimore remained an occupied city for the remainder of the war. The photograph was taken from Fort Federal Hill over a year after Butler first entered the city. The occupation outraged the state's Southern sympathizers. James Randall, a native Marylander then living in Louisiana, heard of the presence of Union troops in the city and penned the lyrics to "Maryland, My Maryland!" (originally titled "My Maryland") in protest. The song, which became the state anthem, urges Marylanders to repel the Yankee invaders and secede.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 283. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- Would Maryland have seceded had the Union army not prevented it?
- How did military occupation impact the daily lives of Baltimore's citizens?
- How does "Maryland my Maryland!" reflect the divided loyalties of the state?
- Why did Lincoln suspend the privilege of the writ of habeas corpus? Was this action constitutional?
- Compare and contrast Lincoln's efforts to suppress dissent during the Civil War with those of Jefferson Davis.
- Compare Maryland's situation as a border state with that of other border states.
- How did the war affect Maryland?

MARYLAND, MY MARYLAND!

Andante.
I. The
II. Hark
des-pot's heel is on thy shore, Ma-ry-land, My Ma-ry-land! His
to a wan-d'ring Son's ap-peal! Ma-ry-land, My Ma-ry-land! My
touch is at thy tem-ple door, Ma-ry-land, My Ma-ry-land! A-
Moth-er-State! to thee I kneel, Ma-ry-land, My Ma-ry-land! For
ever....

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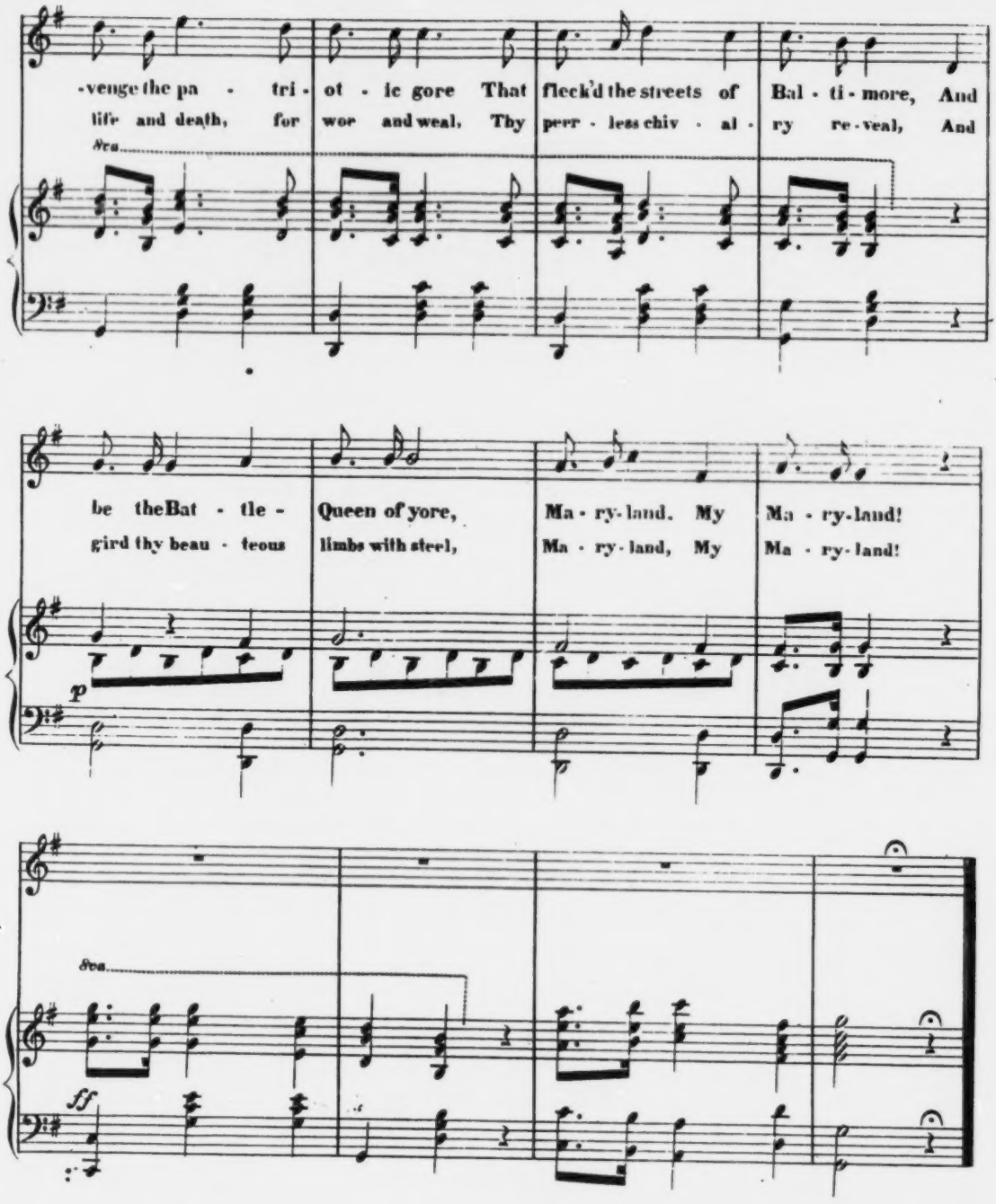
-venge the pa - tri - ot - ic gore That fleck'd the streets of Bal - ti - more, And
life and death, for woe and weal, Thy peer - less chiv - al - ry re - veal, And
be the Bat - tle - Queen of yore, Ma - ry - land, My Ma - ry - land!
gird thy beau - teous limbs with steel, Ma - ry - land, My Ma - ry - land!
8va
8va
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ff

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3

Thou wilt not cower in the dust,
Maryland! My Maryland!
Thy beaming sword shall never rust,
Maryland! My Maryland!
Remember Carroll's sacred trust,
Remember Howard's warlike thrust—
And all thy slumberers with the just,
Maryland! My Maryland!

4

Come! for thy shield is bright and strong,
Maryland! My Maryland!
Come! for thy dalliance does thee wrong,
Maryland! My Maryland!
Come! to thine own heroic throng,
That stalks with Liberty along,
And give a new Key to thy song,
Maryland! My Maryland!

5

Dear Mother! burst the tyrant's chain,
Maryland! My Maryland!
Virginia should not call in vain!
Maryland! My Maryland!
She meets her sisters on the plain—
"Sic semper" 'tis the proud refrain,
That baffles minions back amain,
Maryland! My Maryland!

6

I see the blush upon thy cheek,
Maryland! My Maryland!
But thou wast ever bravely meek,
Maryland! My Maryland!
But lo! there surges forth a shriek
From hill to hill, from creek to creek—
Potomac calls to Chesapeake,
Maryland! My Maryland!

7

Thou wilt not yield the vandal toll,
Maryland! My Maryland!
Thou wilt not crook to his control,
Maryland! My Maryland!
Better the fire upon thee roll,
Better the blade, the shot, the bowl,
Than crucifixion of the soul,
Maryland! My Maryland!

8

I hear the distant thunder-hum,
Maryland! My Maryland!
The Old Line's bugle, fife and drum,
Maryland! My Maryland!
She is not dead, nor deaf, nor dumb—
Huzza! she spurns the Northern scum!
She breathes—she burns! she'll come! she'll come!
Maryland! My Maryland!

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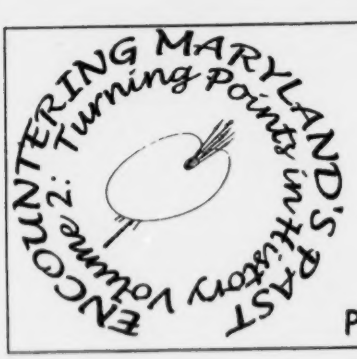

PRIMARY SOURCE # 23 (PICTURE)

Gardner, Alex. "View of Battlefield of Antietam [Where] Sumner's Corps Charged the Enemy [September 1862]." Entered according to Act of Congress, in the year 1862, by Alex. Gardner, in the Clerk's Office of the District Court of the District of Columbia. Stereoview Collection, PP1. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

Gardner, Alex. "View of Ditch . . . Used . . . By Confederates (Antietam) [September 1862]." Entered according to Act of Congress, in the year 1862, by Alex. Gardner, in the Clerk's Office of the District Court of the District of Columbia. Stereoview Collection, PP1. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT?	Stereoviews of the Antietam battlefield
WHO?	Union and Confederate soldiers photographed by Alexander Gardner
WHEN?	September, 1862
WHERE?	Sharpsburg, Maryland
WHY?	To capture images of the battle for the public and posterity

Description of the Source

These stereoscopic photographs show the Antietam battlefield after the Confederate retreat. The first photograph focuses on the field where Sumner's corps charged the Confederates. In the second photograph, Union soldiers survey the Confederate dead lying in a ditch used as a defensive position by the Southern army. More soldiers died during the Battle of Antietam than on any other single day of the Civil War. Although the battle itself was a draw, the Confederate army's failure to sustain an invasion of the North helped persuade France and Britain to withhold formal support for the South.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 288-291. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How was Western Maryland affected by the battle?
- How did Marylanders react to Lee's presence in the state?
- How did the battle fit into the larger war? What was its strategic significance?
- How was Antietam a turning point in the Union's leadership and goals?
- What impact did Antietam have on Lincoln's issuance of the Emancipation Proclamation?
- Investigate the implications of General McClellan's refusal to pursue the Southern army after the Battle of Antietam.
- What impact did the carnage of the Civil War have on troop morale and desertion rates?
- Compare Maryland's situation as a border state with that of other border states.

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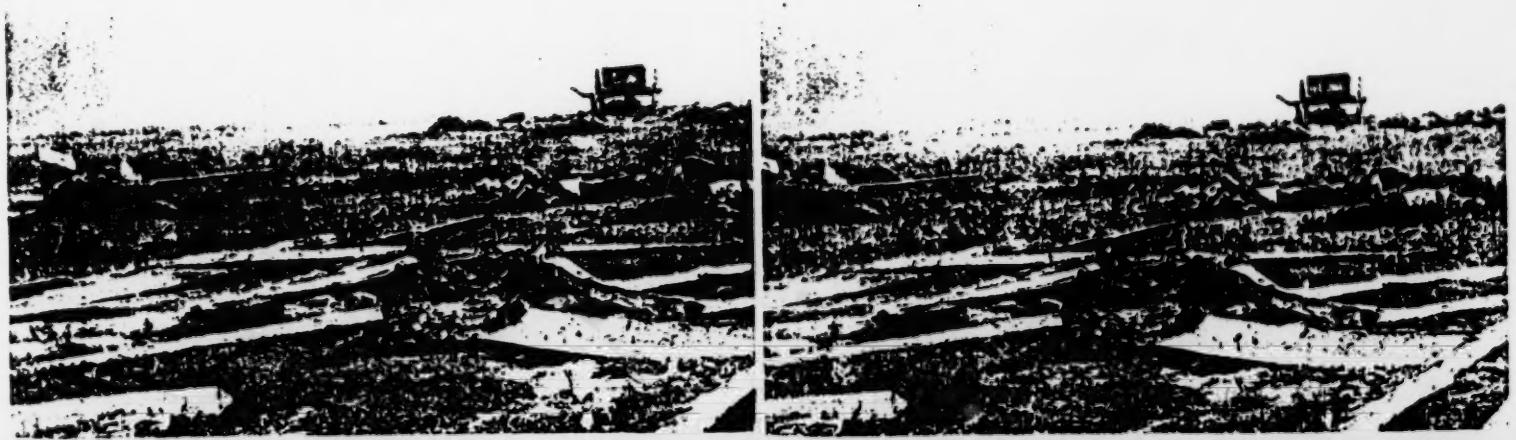

Entered according to Act of Congress, in the year 1862, by Alex. Gardner, in the Clerk's Office of the District Court of the District of Columbia.

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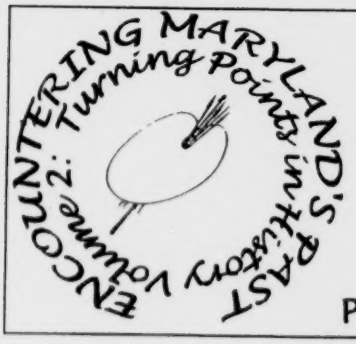


PRIMARY SOURCE # 24 (PICTURE)

"Arrival of Freedmen and their Families at Baltimore, Maryland - an Every Day Scene." *Frank Leslie's Illustrated Newspaper*, 30 September 1865. Wood engraving. Medium Prints Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT?	Wood engraving that illustrates the influx of freed slaves into Baltimore
WHO?	Maryland freedmen and their families; drawn by artists for *Frank Leslie's Illustrated Newspaper*
WHEN?	September 30, 1865
WHERE?	Depicts Baltimore; published in New York City
WHY?	To report on the rising tide of freed slaves entering Baltimore as a result of emancipation

Description of the Source

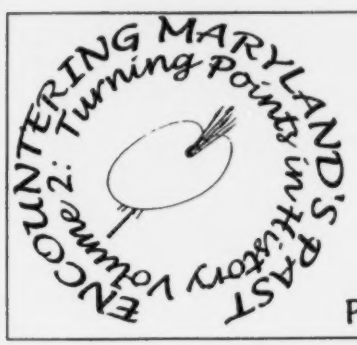
These images illustrate the impact of emancipation on Maryland blacks. The lithograph illustrates Baltimore's African Americans as they celebrate their recently won freedom and citizenship. The central image features a parade in the city on May 19, 1870. On that day, 10,000 blacks marched through Mount Vernon Place to commemorate the passage of the Fifteenth Amendment, which guaranteed blacks the right to vote. Frederick Douglass, a Maryland ex-slave and a leader of the abolition movement, was the featured speaker. The engraving from *Frank Leslie's Illustrated Newspaper* gives an indication of the numbers of freedmen and their families who poured into Baltimore during and after the Civil War. The people in the image carry their few possessions with them as they search for a place to settle. Note the somewhat stereotypical portrayal of African Americans.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, p. 306. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- What difficulties did freedmen face just after the Civil War? How was the situation for Maryland ex-slaves better than that for ex-slaves of the states farther South?
- How did African Americans react to winning the right to vote? Did they exercise that right?
- What effect did the Fifteenth Amendment have on the number of African-American politicians in Maryland and the nation?
- Investigate the methods used to block the Fifteenth Amendment rights granted to African Americans.
- Examine the contradiction between American democracy and the suppression of rights.



PRIMARY SOURCE # 24 (PICTURE)

"The Result of the Fifteenth Amendment, and the Rise and Progress of the African Race in America and its final Accomplishment, and Celebration on May 19th A.D. 1870." Baltimore: Metcalf & Clark, c. 1870. Maryland Print Collection, E109. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT?	Tinted lithograph that depicts local African Americans celebrating the passage of the Fifteenth Amendment
WHO?	Published by Metcalf and Clark; depicts Maryland African Americans, Abraham Lincoln, Ulysses Grant, Frederick Douglass, and other prominent individuals in the struggle for black rights
WHEN?	Printed c. 1870; depicts events of May 19, 1870
WHERE?	Baltimore
WHY?	To celebrate African-American achievements, emancipation, and the passage of the Fifteenth Amendment

Description of the Source

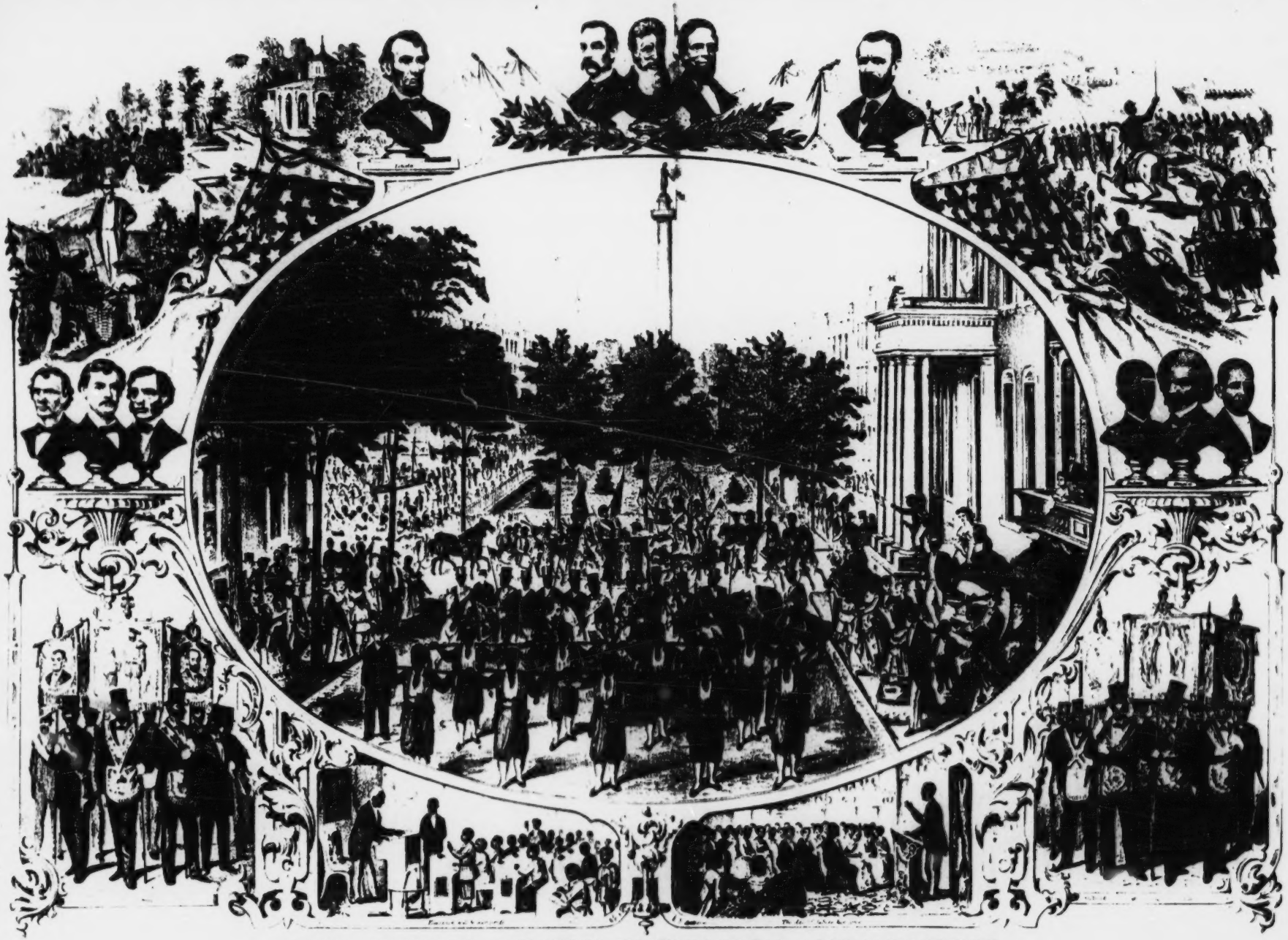
These images illustrate the impact of emancipation on Maryland blacks. The lithograph illustrates Baltimore's African Americans as they celebrate their recently won freedom and citizenship. The central image features a parade in the city on May 19, 1870. On that day, 10,000 blacks marched through Mount Vernon Place to commemorate the passage of the Fifteenth Amendment, which guaranteed blacks the right to vote. Frederick Douglass, a Maryland ex-slave and a leader of the abolition movement, was the featured speaker. The engraving from *Frank Leslie's Illustrated Newspaper* gives an indication of the numbers of freedmen and their families who poured into Baltimore during and after the Civil War. The people in the image carry their few possessions with them as they search for a place to settle. Note the somewhat stereotypical portrayal of African Americans.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 308-310. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- What difficulties did freedmen face just after the Civil War? How was the situation for Maryland ex-slaves better than that for ex-slaves of the states farther South?
- How did African Americans react to winning the right to vote? Did they exercise that right?
- What effect did the Fifteenth Amendment have on the number of African-American politicians in Maryland and the nation?
- Investigate the methods used to block the Fifteenth Amendment rights granted to African Americans.
- Examine the contradiction between American democracy and the suppression of rights.



THE RESULT OF THE FIFTEENTH AMENDMENT,

And the Rise and Progress of the African Race in America and its final Accomplishment, and Celebration on May 19th A.D. 1870.

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PRIMARY SOURCE # 25 (AD/BROADSIDE)

Carey, James Jr. "An Appeal for ' The Shelter for Aged and Infirm Colored Persons of Baltimore City.' [c. May 1881]" Broadside Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Broadside that appeals for support serving a home for elderly African Americans

WHO? Written by the women directing the shelter

WHEN? c. May, 1881

WHERE? Baltimore

WHY? To publicize the formation of the Shelter for Aged and Infirm Colored Persons, to explain the philosophy behind the home, and solicit donations

Description of the Source

In this broadside, the ladies directing the effort to provide a shelter for elderly black Baltimoreans appeal for financial support. After explaining the inadequacies of previous homes, the ladies argue that African Americans in need of assistance deserve mercy. They contend that despite blacks' hard work and good nature, years of slavery and discrimination have rendered them incapable of preparing for their own futures or assisting others in their community. Notice that, despite their philanthropic intentions, these women perpetuate a paternalistic view of African Americans. The establishment of the shelter represents one of the early expressions of progressivism.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 395-396, 409-411. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- What measures did blacks take to provide mutual assistance and support?
- What other groups did Progressives target in Maryland?
- How did the African-American community respond to charity provided by whites?
- Investigate the living conditions for African Americans in cities during the industrial age.
- What impact did the settlement house movement have on the lives of women?
- What issues relating to African Americans were not addressed by the Progressive Movement?
- Examine the contradiction between American democracy and the suppression of rights.
- Investigate the role of the Progressive Movement.

AN APPEAL FOR

"THE SHELTER FOR AGED AND INFIRM COLORED PERSONS OF BALTIMORE CITY."

PRESIDENT:

MISS ISABELLA TYSON.

MANAGERS:

Miss ISABELLA TYSON,	Mrs. CYRUS BLACKBURN,
Mrs. MILES WHITE,	Mrs. THOS. I. CAREY,
Mrs. WM. J. ALBERT,	Mrs. M. N. PERRY,
Miss ALICE BROOKS,	Mrs. ROBERT TYSON,
Mrs. FRANCIS A. CROOK,	Mrs. CHARLES REESE,
Mrs. DR. C. WINSLOW,	Mrs. JOSEPH P. ELLIOTT,

The Ladies interested in providing a comfortable Home for Aged Colored Poor, held their second meeting January 3rd, 1881, and resolved to make the following appeal:

Believing that the Aged Colored Poor in our midst do, by their suffering and privations, appeal to us most urgently for help, we, the undersigned, are willing and anxious to co-operate in some good plan that will secure to them a permanent Home in their declining years.

Of the two homes that have been established here, one has been closed for want of funds, and the other is totally inadequate to accommodate the number of applicants. Twenty-five are now crowded into one small house, while seventy-five vainly plead for our care and protection. Having obtained a charter, we desire to establish a Home on a firmer basis than has yet been done, and for this end we make this appeal. Two gentlemen have made voluntary offers of $500 each for its endowment, trusting that others equally interested will respond to our call with a generous donation for the inauguration of the work, we shall look to annual subscriptions for its maintenance and support.

Mrs. James Carey,	Mrs. George N. Eaton,
" M. McCulloh,	" W. K. Carson,
" J. Morrison Harris,	" George F. Webb,
" J. Savage Williams,	" Admiral Purviance,
" John H. Thomas,	" Judge T. J. Morris.
" John B. Morris,	" Charles D. Fisher,
" Gaston Manly	" Daniel Pope,
" J. J. Thomsen,	" R. T. Brooke,
" Thomas P. Handy,	" Henry Janney,
" Francis White,	" R. N. Wylie,
" Richard D. Fisher,	" Summerfield Baldwin,
" Eliz. S Hopkins,	" James Carey Thomas,
" John Roberts,	" Thomas Y. Canby,
" Isaac Coale, Jr.	" Mary B. Russell,
" Sarah Tudor,	Miss M. L. Russell
" R. A. Macpherson,	" Isabella Morris,
" Henry Stockbridge,	" E. Irwin,
" Edw'd G. McDowell,	" Mary Riddle,
" Henry Janes,	" A. N. Schofield,
" J. J. Hopkins,	" Anna Reed,
" James E. Atkinson,	" Annie Sears.
	" J. B. Ramsay,

Subscriptions may be sent to any of the persons named above, or to the Treasurer,

JAMES CAREY JR.,
53 Lexington Street.

A WORTHY CHARITY.

The managers of that most needful charity, the Shelter for Aged and Infirm Colored Persons, make their first appeal on its behalf, through our columns this morning. We earnestly invoke for it the good will and good offices of all kind hearted people. There is no single scheme of benevolence, among the many encouraged by our citizens, which has stronger or more peculiar claims upon public and private sympathy. As true charity takes no heed of color it would, perhaps, be necessary to say nothing of the institution in question, under ordinary circumstances, except that it is to furnish succor to the old and destitute, and shelter to those who would otherwise have none. But, although the helplessness of the "aged colored poor" is extreme and very sad, it so happens that they have but little voice to raise in their own behalf and not many to speak for them. The race to which they belong, although it has been lifted into extraordinary prominence, of a certain sort, by the political events of the last quarter of a century, has had very little to dó, thus far, with shaping its own destiny. Nor is this at all to be wondered at, for obvious reasons. Almost everwhere, and especially in the states where they form a considerable portion of the population, the people of color have been mainly confined, from time immemorial, to menial occupations and manual labor. They have had, until lately, but small inducement or opportunity to take thought for the morrow, and but very little of the education and the training which teach men providence and self-respect. This may be said, with almost equal truth in the main, of those who were free in the times of slavery, and of the slaves themselves. Men who had no visible future could hardly be expected, or be able, to provide for one, or to fit themselves for it, if it should come to them. While emancipation has thown upon them the necessity of looking beyond their daily bread, it was too sudden and has been too recent to add much to their capacity for doing so. At the same time it has not only relieved the former masters from the obligation, but has taken from many of the kindest of them the ability to look after their meritorious and wornout servants. Of course, something of the bitterness which grew out of the liberation of the slaves was directed here and there against the colored people themselves. But this feeling, born of the excitement of the hour, has now nearly passed away ; and we think that all generous and liberal-minded persons, no matter what may have been their previous opinions, are now united in applauding the docile moderation with which the freedmen have borne themselves under the startling change in their condition.

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Happily, here in Maryland, and especially in Baltimore, the relations of the races—always kind and cordial—have been changed but little, if at all, by recent events. The pleasantness of the intercourse between them for many generations in this city and the good qualities by which our colored population earned consideration and esteem are matters of history. They were noticed with proper appreciation and great good feeling by General Phelps in his recent Sesqui-centennial oration. Long, indeed, before emancipation was thought of as a practical measure there had grown up, by degrees, in Baltimore a large body of free colored persons who, by industry, integrity, fidelity and courtesy in various useful, though, for the most part, humble occupations, had conciliated the good-will of the white population of all classes. To the excellent example, certianly, and we have no doubt to the influence and teaching also of these and their descendants, are to be attributed, in great measure, the commendable spirit and temper with which our colored citizens have so far passed through the trying ordeal of their state and transition. That they have thus deserved well of the favored and more fortunate race is, we think, not to be denied. That they have not yet been able to provide for the infirm and necessitous among them is very obvious and plainly not their fault; for there are few, even of the most prosperous of their number, whose accumulations can enable them to give, unless in the most restricted way. Except, therefore, from the humanity and kindliness of their white fellow-citizens, they have as yet little to hope for in the helplessness and poverty which fall so soon and so heavily on toil like theirs. Such, more or less, must be their fate, until education, opportunity and the lessons of successful self-dependence shall have fitted them to hold their own with all competitors in the profitable business of life.

Under a generous and praiseworthy impulse from these considerations and from the distressing needs which they suggest, a few charitable gentlemen have formed the corporation which now stretches forth its empty hands to the community. With a true appeciation of what is best for the poor people to whose want they would minister, they have placed their proposed "shelter" under the care of a number of benevolent ladies—the wives and mothers of men of all shades of political and social opinion. It is from the lips and hearts of these worthy ministers of God's charity that the present appeal has come to us. There are few among us who cannot give them some help, be it ever so little. We trust there will be very few to refuse what they can give. *From the Baltimore American, May, 17th. 1881.*

Maryland Historical Society Library
201 W. Monument St. Baltimore, MD 21201

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PRIMARY SOURCE # 26 (DOCUMENT)

Bureau of Industrial Statistics. "Sweat Shops." In *Third Annual Report of the Bureau of Industrial Statistics of Maryland.* 1895, 80-81, 100-102 (excerpts). Baltimore: The Sun Book and Job Printing Office, 1895. MHA 37.U7. Reference Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Excerpt from a report on sweatshops

WHO? Published by A.B. Howard, Jr., chief of the Bureau of Industrial Statistics

WHEN? 1895

WHERE? Baltimore

WHY? To monitor the conditions in garment factories

Description of the Source

This report by the Bureau of Industrial Statistics examines the conditions of Baltimore's sweatshops. Between the 1880s and 1930s, clothing manufacture was the largest industrial employer in the city and state. Because the garment industry was so competitive, bids on contract prices were very low and shop owners constantly struggled to make a profit. As a result, workers endured horrible conditions and received meager wages. As progressivism grew in Maryland at the end of the nineteenth century, government officials instituted measures to monitor and ameliorate these problems. This excerpt from a report focuses on three pantsmakers, only one of whom described a healthy working environment and decent wages. Note the dominance of women in the industry.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 350-351, 400-401, 413-414. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- Trace the development of Baltimore's textile industry.
- In what other industries could Maryland women find work?
- How did technology improve or worsen industrial working conditions?
- What were industrial labor conditions like in the late nineteenth century?
- What successes or failures in changing factory working conditions were experienced by the late nineteenth-century labor movement?
- Investigate the role of the Progressive Movement.
- Examine the contradiction between American democracy and the suppression of rights.
- What measures were taken by the city and state government to make conditions safer and more comfortable for factory workers?
- What factors contributed to the dominance of the garment industry in Baltimore?

THIRD ANNUAL REPORT

OF THE

BUREAU

OF

INDUSTRIAL STATISTICS

OF MARYLAND.

1895.

A. B. HOWARD, Jr., Chief of Bureau.

BALTIMORE:
THE SUN BOOK AND JOB PRINTING OFFICE.
1895.

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PRIMARY SOURCE #26
Encountering Maryland's Past, Volume 2: Turning Points in History
A Primary Source Kit from the Maryland Historical Society

REF

Maryland Historical Society Library
201 W. Monument St., Baltimore, MD 21201

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SWEAT SHOPS.

Personal visits of inspection have been made to upwards of two hundred shops in which clothing is manufactured, and a detailed description of the conditions in each is given, embracing the dimensions of the rooms, the number of hands employed, the wages paid, &c., but, unfortunately for the purposes of this investigation, comparatively few of the shops had the usual force of hands employed, as the business depression is said to have affected this industry to a greater extent than almost any other.

The rate of wages paid to those who are compelled to work under such unhealthy conditions has been greatly reduced within the past twelve months, in many cases amounting to fifty per cent. In most of the coat tailors' shops the employes work in teams, comprising an operator, whose work is upon a sewing machine, a baster, a presser and several girls. The operator is given as a task a certain number of coats which, when completed, net him $3.

Simon Schapiro & Co., pantsmakers, have their shop on the third floor of 307 North Exeter street. The shop is but one room, 14x18x10 feet, and is a close, stuffy place into which are crowded five men and six girls, four of the former being operators. None of them appeared to pay any attention to their surroundings, but seemed to think that their very life depended upon the speed they exerted while at work. They work by the week, the operators being paid $9 and $10 when employed steadily, but as they work only about one-half time, their recompense is correspondingly reduced. The girls, who formerly earned $6 and $7 a week, now get but from $3 to $4.50. The irons here are heated by a gas stove, which costs the contractor $9 a month. The reduction in the price the contractor receives is about twenty-five per cent., and a great deal more work has to be done on each garment; in fact, as much work is required almost as on a custom-made one. One of the features in this abode is the number of families living in the various rooms. No less than six separate families could be counted, though there were doubtless more. Each hallway was filled with baby carriages, kitchen utensils and other kinds of furniture. All hands were cooking their midday meal, and various odors filled the whole house, though that from gasoline predominated.

Louis Pick, 744 East Lombard street, pantsmaker, has a well-equipped shop, with plenty of room for three times as many persons as were employed when the agents visited it. The shop is 26x22x12 feet and is kept remarkably clean, the clippings being removed every day and the floor scrubbed twice a week. The employes seem to be happy and contented, and, considering the trade depression, make fairly good wages. Five men and six girls are at work here. The operators, three in number, are paid fourteen and fifteen cents a pair, and can make $9 or $10 a week with steady work; the girls earn from $3.50 to $4.50 and the presser $8 or $9. This contractor receives the same price for his work as formerly, and is a somewhat better grade than the average. The heating is by means of a gasoline stove, which, however, is some distance from those at work. The rent for the shop is $8 per month.

Mrs. Rachel Finger, 1137 Little McElderry street, is a widow, and conducts a pantsmaking establishment at this place. The husband had just been dead six months, and evidences of a miserable poverty were painfully apparent. She has two rooms on the second floor, front and back, each measuring about 14x20x10 feet. The front room was used for the shop, and also as a sleeping apartment for the widow and two children. The back room, which was partitioned off from the front by a thin lathing, was the kitchen and general living room, and also had a bed for the use of a boarder. The condition of these rooms was horrible to behold; scraps and clippings were strewn about the floor, which was wet and dirty, the two children were seated on the floor with pots and pans as playthings, unfinished garments were lying about in great confusion and no heed appeared to be given to the necessity for proper sanitary surroundings. The widow told the agents in a very pathetic manner that she was trying her best to earn a living so as not to be a charge upon the charitable societies, and though she had to pay her workmen slightly more than she could afford in order to keep them with her, she still had a little left over and felt tolerably well contented, when she considered that there were others even worse off than herself. When her husband lived, four machines were kept in operation, while now she had but one going, and she could not secure work enough for that. The operator is paid from ten to twelve cents a pair and he can make twelve pairs a day; the presser receives four and five cents a pair for pressing and can do fifteen pairs a day, though he only works a portion of the week; the girls get eight and nine cents a pair and can make six or seven pairs a day. One girl employed at this place was certainly not above ten years of age. The price received by the contractor at this place has been reduced from forty to twenty-five cents. The rent for the two rooms is $5.

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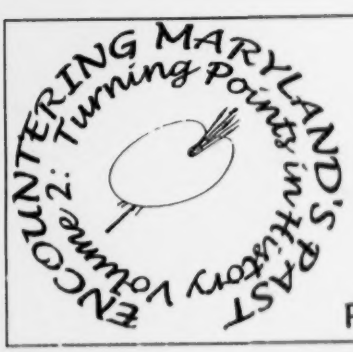

PRIMARY SOURCE # 27 (PICTURE)

Hughes Company. Photograph of Light Street, Baltimore [c. 1910]. Hughes Collection, PP8.443. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Photograph that shows the hub of steamboat activity in Baltimore

WHO? Photographed by the Hughes Company

WHEN? c. 1910

WHERE? Baltimore

WHY? To document a significant aspect of Maryland's transportation history

Description of the Source

This photograph was taken on Light Street, the hub of Baltimore's most important steamboat companies. Clearly visible are the offices of the Baltimore and Philadelphia Steamboat Company and the Potomac and Rappahannock River Company. Across Light Street stand a long line of warehouses associated with commercial shipping. Steamboats were critical to Maryland's leisure and manufacturing industries between the 1880s and 1920s, when hundreds of companies operated vessels on the Chesapeake Bay. Note the variety of transportation methods represented in this street scene.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 345, 347. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How did innovation in transportation impact the environment?
- What advantages did steamboats offer Maryland manufacturers?
- Research the development of steamboats during the nineteenth century.
- How did Maryland change with the introduction of the automobile?
- Investigate the social and economic impact of the automobile on everyday life.
- Investigate the social and economic impact of changes in transportation on everyday life.
- Trace the rise and fall of Baltimore's importance as a major port.
- How did innovation in transportation affect industry?

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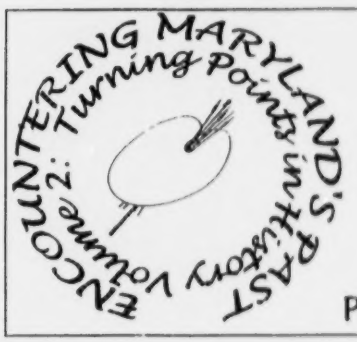

PRIMARY SOURCE # 28 (PICTURE)

Photograph of suffragists on the march in Washington, D.C. [c. 1911]. GPVF. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Photograph of a suffragist march

WHO? Members of the Just Government League of Maryland

WHEN? c. 1911

WHERE? Maryland women marching in Washington, D.C.

WHY? To document the activities of Maryland suffragists

Description of the Source

This photograph depicts a suffrage march by the Just Government League of Maryland in approximately 1911. Although the Maryland Women's Suffrage Association was first formed in the 1890s, suffragist activity in the state did not begin on a significant scale until after the 1906 convention of the National American Women's Suffrage Association in Baltimore. By 1915, the Just Government League, which endorsed female suffrage, boasted 17,000 members. However, Maryland's government officials staunchly opposed granting women the right to vote. Even when the Nineteenth Amendment to the Constitution passed in 1919, Maryland's legislators refused to ratify it.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 449-450. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- Why did Maryland's leaders oppose women's suffrage?
- How did various Maryland organizations differ in their approaches to winning suffrage for women?
- What activities did suffragists sponsor to garner support?
- Who were some of the leaders of the movement in Maryland?
- Investigate the National Women's Suffrage Association.
- Investigate the roles Susan B. Anthony and Elizabeth Cady Stanton played in the suffrage movement.
- How did the Nineteenth Amendment change political and social frameworks for the nation?
- What was the impact of female votes on the presidential election of 1920?
- Examine the contradiction between American democracy and the suppression of rights.

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PRIMARY SOURCE # 29 (NEWSPAPER)

Hooker, Dr. Edith. *Maryland Suffrage News*, 27 November 1915, vol. 4, no. 35, p. 1. MAP.M414. Reference Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Cover of the *Maryland Suffrage News*

WHO? Sketch by Al Ford; newsletter edited and published by Dr. Edith Hooker

WHEN? November 27, 1915

WHERE? Maryland; published in Baltimore

WHY? To persuade the public to support women's suffrage

Description of the Source

This cover sketch argues that government by men alone has led to nothing but ruin and despair and suggests that women's influence in government would create a better world. Note the weapons of war scattered throughout the sketch. This device would have been especially effective since World War I was raging in Europe at the time. Also notice the crucified figure in the background. *Maryland Suffrage News* was founded by Dr. Hooker in 1912 and became influential on a national level. This source can be interpreted as a newspaper or as a picture.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 449-451. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

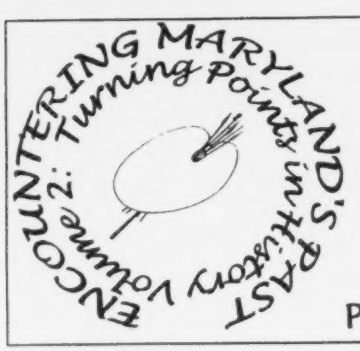
- How did women's contributions to the war effort influence the suffrage movement?
- Explore the life of Dr. Edith Hooker.
- Investigate the National Women's Suffrage Association.
- Investigate the roles Susan B. Anthony and Elizabeth Cady Stanton played in the suffrage movement.
- How did the Nineteenth Amendment change the economic, political, and social frameworks for the nation?
- Investigate the relationship between the suffragist movements in England and the United States.
- Trace the development of the suffragist movement from the conclusion of the Civil War until the early 1900s.
- Examine the contradiction between American democracy and the suppression of rights.

MARYLAND
Suffrage News

Vol. IV, No. 35 NOVEMBER 27, 1915 Five Cents

GOVERNMENT BY MEN!

Can Women's Votes Do More?



PRIMARY SOURCE # 30 (PICTURE)

Hughes Company. Photograph of interior of Sonneborn Clothing Factory, Baltimore [c. 1915]. Hughes Collection, PP8.710. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Photograph of the interior of Sonneborn Clothing Factory

WHO? Women factory workers; photographed by the Hughes Company

WHEN? c. 1915

WHERE? Baltimore

WHY? To record the conditions in one factory in Baltimore's garment industry

Description of the Source

This photograph depicts women at work in the Sonneborn Clothing Factory. The manufacture of ready-to-wear clothing began in Baltimore shortly after the Civil War. Between the 1880s and 1930s, it was one of the state's most important industries and a primary source of employment for women, especially immigrants. Henry Sonneborn, a dry goods merchant who sold northern-made apparel prior to the Civil War, began manufacturing his own line of clothing in the 1870s, using the factory system of pre-cut, interchangeable parts. Notice that the male managers are supervising the female laborers.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 350-351. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- Investigate the Women's Trade Union League.
- How did women entering the workplace affect the family?
- How did inequality and unequal representation in the workplace undermine society's perception of working women?
- How did the Triangle Shirtwaist Co. disaster change the workplace for women?
- What measures were taken by the city and state government to make conditions safer and more comfortable for factory workers?
- What factors contributed to the dominance of the garment industry in Baltimore?
- How did technology improve or worsen working conditions in industry?
- How successful were labor reformers in changing working conditions in factories?
- Examine the contradiction between American democracy and the suppression of rights.
- Investigate the role of the Progressive Movement.

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ENCOUNTERING MARYLAND'S PAST: Turning Points in History Volume 2:

PRIMARY SOURCE # 31 (PICTURE)

Photograph of classroom at St. Vincent's Orphanage [c. 1915]. Peale Collection, MC 7242.
Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Photograph of boys studying in an orphanage classroom

WHO? Orphans at St. Vincent's Orphanage

WHEN? c. 1915

WHERE? Baltimore

WHY? To document one initiative of Maryland's Progressive Movement

Description of the Source

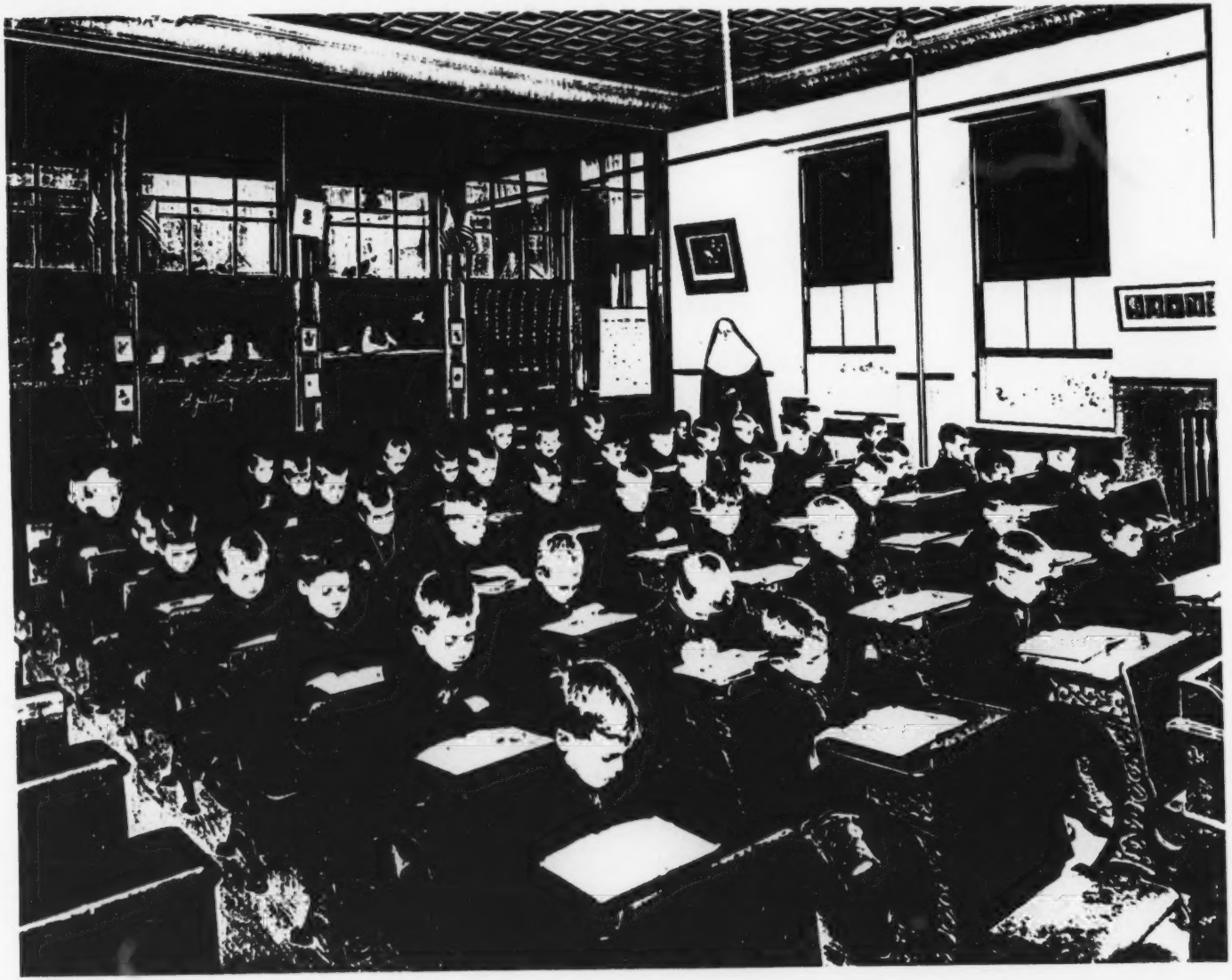
In this photograph, a group of young orphan boys studies at St. Vincent's Orphanage. Around the turn of the twentieth century, progressive reformers began to focus on the problems of urban poverty, especially as it affected women and children. Reformers believed that poverty trapped families for generations, and that children of poor parents - or children whose parents had died or abandoned them - were destined to become paupers themselves. In an effort to direct these children toward a better, middle-class life, orphanages were founded to educate abandoned and poor children and raise them according to Christian principles. This orphanage was a Catholic institution. Note the uniformity of the boys' dress and hairstyles.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 395, 409, 411. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How did social welfare programs ignite sympathy in society?
- Describe a day in the life of a child at a typical orphanage.
- How did the Progressives pressure the state and city government to assume social welfare responsibilities?
- What other measures did Progressives support with regard to child welfare?
- Investigate the number of orphanages in Baltimore and the United States in 1865, 1885, 1905, and 1925.
- How were orphanages connected to the ideals of the Progressive Movement?
- Describe the role of the "Orphan Trains" in attempting to solve the problems of industrialized cities.
- Investigate the role of the Progressive Movement.



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PRIMARY SOURCE # 32 (DOCUMENT)

DuVal, Elizabeth Lansdale. Papers [September 1917 - December 1918]. Elizabeth DuVal Papers, MS.2412. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Documents pertaining to the career of a female radio operator

WHO? Elizabeth Lansdale DuVal

WHEN? September 27, 1917 to December 7, 1918

WHERE? Baltimore

WHY? To certify DuVal as a wireless operator, assign her to duty, track her career, and relieve her of duty

Description of the Source

These papers trace the career of Elizabeth DuVal, the first woman wireless operator in the United States to perform sea service. Included are her license and duty assignment, citizenship papers, secrecy oath, requests from publications for information about her career, and a letter terminating her duty on board her ship. DuVal served on board the *S.S. Howard* as a representative of the Marconi Company from December, 1917 to December, 1918. Despite her "very satisfactory" service, she was forced to relinquish her position on board the *Howard* at the end of World War I to make the job available to returning veterans.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, p. 440. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- In what ways did women contribute to the war effort? In what ways did they challenge gender roles?
- How did women respond to their return to the domestic sphere at the close of the war?
- What lasting effects did women's service during the war have on social values and relations?
- How did the companies treat their women workers? Were any special arrangements made for them?
- How did the male population in the United States perceive women's employment during the war effort?
- How did women impact businesses during the war?
- How widespread was the participation of women in the First World War?
- In what ways did technology impact the way the First World War was fought?
- What opportunities on the home front were opened to women during the First World War?
- How did the war affect Maryland?

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The United States of America

NUMBER
15626

DEPARTMENT OF COMMERCE
BUREAU OF NAVIGATION

LICENSE
TO
RADIO OPERATOR, COMMERCIAL FIRST GRADE

This is to certify that ELISABETH LANSDALE DuVAL

has been examined and passed, pursuant to the Radiotelegraphic Convention, in

(a) adjustment, operation and care of apparatus;
(b) transmitting and sound reading at a speed of not less than twenty words a minute, Continental Morse;
(c) use and care of storage battery or other auxiliary;
(d) knowledge of international regulations and Acts of Congress to regulate radio communication;

and is hereby licensed, as required by law a Radio Operator, Commercial First grade for two years. The candidate's practical knowledge of adjustment was tested on a COMBINATION set of apparatus. His knowledge of other systems is shown below.

GOOD

Robert J. Fitzgerald
(Examining Officer)
Radio Inspector
(Title)

Oath of Secrecy executed.
[signature]
Notary Public.

WILLIAM C. REDFIELD,
Secretary of Commerce.

E. T. CHAMBERLAIN,
Commissioner of Navigation.

Place Baltimore, Md., Date September 27, 1917.

6518

Marconi Wireless Telegraph Company of America

GENERAL OFFICES

WOOLWORTH BUILDING, NEW YORK CITY

DIVISION OFFICES

EASTERN DIVISION	
NEW YORK OFFICE	25 ELM STREET, NEW YORK CITY
BOSTON OFFICE	FILENE BUILDING, BOSTON, MASS.
SOUTHERN DIVISION	AMERICAN BUILDING, BALTIMORE, MD.
GULF DIVISION	503 HENNEN ANNEX, NEW ORLEANS, LA.
GREAT LAKES DIVISION	SCHOFIELD BUILDING, CLEVELAND, OHIO
PACIFIC COAST DIVISION	
SOUTHERN DISTRICT, MERCHANTS	EXCHANGE BLDG., SAN FRANCISCO, CAL.
NORTHERN DISTRICT	L. C. SMITH BUILDING, SEATTLE, WASH.

DEC 4 - 1917 191

Mr. Miss E. Dutall,

Wireless Operator,

Baltimore, Md.

Please note that you are required to take ~~cease~~ duty as

~~Senior Operator~~ Assistant Operator of the Marconi Station on board the SS.

Howard at Balto Md

Please arrange, therefore, to sign the Articles of this Ship accordingly, and deliver this document to the Officials of the Shipping Company as your ~~authority for so doing.~~

THE MARCONI WIRELESS TELEGRAPH COMPANY OF AMERICA,

F. Chapman

Superintendent

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Cat. No. 1504 a
(Ed. Nov. 14-17—25,000.)

(TO BE RETAINED BY SEAMAN)

SEAMAN'S CERTIFICATE OF AMERICAN CITIZENSHIP OR INTENTION PAPERS

BEST COPY AVAILABLE

DEPARTMENT OF COMMERCE

BUREAU OF NAVIGATION

I, ...

(a) Collector of the district of
~~(b) Shipping Commissioner of the port of~~ } .....

do hereby certify, that Elizabeth Lansdale DuVal

an American seaman, aged 24 years, or thereabouts, of the height of

5 feet 8 inches, color of eyes blue, of hair lt. brown

complexion fair, special characteristics

None.

has, this day, produced to me proof and I do hereby certify that the said

Elizabeth Lansdale DuVal

(a) is a citizen of the United States of America.
(b) ~~has taken out intention papers~~ (Former allegiance .....)

In witness whereof, I have hereunto set my hand and seal of office,

this 18th. day of Feb., 1918.

.....

(a) Collector of Customs.
~~(b) U. S. Shipping Commissioner.~~

Father's Affidavit.

Elizabeth Lansdale DuVal.

Photograph and signature of holder to be inserted in above space, and countersigned by Col Commissioner whose signature will extend over part of photograph and margin.

[NOTE.—In alternatives a, b, use one, cancel the other.]

MRS. EDWARD SHOEMAKER
CHAIRMAN
MRS. BENJAMIN W. CORKRAN, JR.,
VICE-CHAIRMAN
MRS. WILLIAM MILNES MALOY,
SECRETARY
MRS. OSCAR LESER,
TREASURER

TELEPHONES { MT. VERNON 1835
MT. VERNON 779

MARYLAND COUNCIL OF DEFENSE

WOMEN'S SECTION
200 W. SARATOGA ST.
[redacted]

MARYLAND DIVISION
COUNCIL OF NATIONAL DEFENSE

BALTIMORE, April 10th, 1918.

Miss Elizabeth Du Val,
2209 N. Charles St.,
Baltimore, Md.

My dear Miss Du Val:

The Woman's Committee of the Council of National Defense in Washington is anxious to have personal letters from women who have entered the industrial or commercial world for the first time since the war began, or who are occupying unique positions in the business world.

As a Radio Operator, it occurred to me that a letter from you telling of your experience in this unusual line of work, with a brief outline or history of your reasons for entering this particular branch, would be an interesting and inspiring message from a Maryland woman.

Is it asking too much of you to write me a letter of the kind described above to be used in a story of what Maryland women are doing in this crisis of our country's history?

Awaiting your kind reply, I am,

Sincerely,

Matilda B. Maloy
Secretary.

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Form No. 25

Marconi Wireless Telegraph Company of America

EXECUTIVE OFFICES
WOOLWORTH BUILDING
NEW YORK CITY

OFFICE OF THE MANAGER

December 6, 1918.

Miss Elizabeth DuVal,
Jacksonville, Florida.

Dear Miss DuVal,

I have your letter of the 5th instant requesting that you be allowed to remain on the Howard.

While your services as a wireless operator have been satisfactory, you were employed as a war necessity and now that more men are available we believe it best in the interest of the Marconi Company, Steamship Company and the wireless operators as a whole that you be relieved. Therefore, you will be prepared to be relieved upon the vessel's next arrival north.

Yours very truly,

FC.BVD

Superintendent.

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[THIS LICENSE IS NOT VALID UNTIL THE FOLLOWING OATH HAS BEEN EXECUTED.]

I, Elsabeth Lanadale Dunbal, do solemnly swear that I will faithfully preserve the secrecy of all messages coming to my knowledge through my employment under this license; that this obligation is taken freely, without mental reservation or purpose of evasion; and that I will well and faithfully discharge the duties of the office: So help me God.

Elsabeth Lanadale Dunbal.
(Signature of holder.)

Date of birth Jan 14" 1893 Place of birth Baen, Ills

Sworn to and subscribed before me this 27" day of Feb, A. D. 1917

[SEAL.]

John Wolfers
Notary Public.

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SERVICE RECORD.

This is to certify that the holder of this license has served as radio operator under my orders during the period named.

NAME OF SHIP OR LAND STATION	PERIOD	SERVICE (SATISFACTORY OR UNSATISFACTORY)	MASTER, MANAGER, OR SUPERINTENDENT
S.S. Harvard	From Dec 4, 1917, to Dec 7, 1918	very satisfactory	O'Kiwan Master
	From ____, 19__, to ____, 19__		
	From ____, 19__, to ____, 19__		
	From ____, 19__, to ____, 19__		
	From ____, 19__, to ____, 19__		
	From ____, 19__, to ____, 19__		
	From ____, 19__, to ____, 19__		
	From ____, 19__, to ____, 19__		

PRIMARY SOURCE # 33 (DOCUMENT)

Pipin, James. Letter to Dr. J. Hall Pleasants [3 April 1918]. American Red Cross (Baltimore Chapter) Papers, MS.1183. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Correspondence regarding the investigation of German Americans

WHO? Written by James Pipin to J. Hall Pleasants

WHEN? April 3, 1918

WHERE? Metropolitan Baltimore

WHY? To respond to Dr. Pleasant's inquiry about the loyalty of several applicants to the Red Cross

Description of the Source

These two sources address the issue of German-American loyalty during World War I. Baltimore had a large and influential population of Germans, and there was serious concern over this group's loyalty during the First World War. In the oral history, Robert Beacham explains that Baltimore's German Americans initially supported Germany until they learned of atrocities committed by the Germans. He also mentions some of the actions taken against Germans living in Baltimore. In the letter to Dr. Pleasants, the Director of Instruction at Baltimore's chapter of the American Red Cross, an officer with Naval Intelligence reports on the loyalty of several women who desire to work for the Red Cross in 1918. The Navy recommends that three of the women be barred from the organization for association with disloyal people or for initially supporting Germany at the outbreak of hostilities.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 439, 442-443. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How did Maryland's German Americans feel about World War I in 1914? In 1917?
- Did Western Maryland's Germans have a different perspective than Baltimore's Germans?
- What measures did the city and state governments take to monitor and contain the German-American population?
- How did German Americans contribute to the American war effort in Maryland?
- Investigate how the diaspora of European immigrants in the United States influenced America's foreign policy prior to and during the First World War.
- Contrast the treatment of German Americans during the First World War with that of Japanese Americans during the Second World War.
- Evaluate the impact of anti-German feelings on the political, social, and economic life of German Americans in Baltimore.
- How did the war affect Maryland?

In reply refer to No.

NAVY DEPARTMENT

OFFICE OF NAVAL INTELLIGENCE

BRANCH OFFICE
607-21 CALVERT BUILDING
BALTIMORE, MD.

April 3, 1918.

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Dr. J. Hall Pleasants,
201 Longwood Road,
Roland Park, Md.

My dear Sir:

Your inquiry of March 19th was received concerning the following persons: Miss Katherine Tjarks, Miss Hilda Koester, Miss Rudolpha Summerwerck, Mrs. Leon Wygotsky and Mrs. Clemens Bierkirk. This office has made an investigation of the above named persons and begs to report as follows:

Miss Katherine Tjarks, Hill Top, Ridgewood Road, Mt. Washington, is the daughter of John Tjarks, the proprietor of the Hotel Raleigh, a place where the most rabid pro-Germans in Baltimore congregate. He has been under investigation by this office and also by the Department of Justice for some time. His record with the German American Alliance has been made public through the papers. He is considered to be pro-German and a suspicious character and this office is strongly of the opinion that it is a mistake to allow his daughter to work in the Red Cross.

Miss Rudolpha Summerwerck, 3326 Evergreen Terrace. Subject's father is a German and her mother an American. The father is decidedly pro-German. Miss Summerwerck is believed to be loyal and this office can find no evidence of her having made any pro-German remarks.

Mrs. Leon Wygotsky and Mrs. Clemens Bierkirk, The Mount, Cedar Croft Road, Walbrook. Mrs. Bierkirk is the mother of Mrs. Wygotsky. Mr. Wygotsky is employed by A. W. Gieske in the manufacture of internal combustion oil engines. Mr. Gieske while of German descent, is a very loyal American. He was interviewed and reported Mrs. Bierkirk very pro-German prior to our entry in the war, but that he believed that she was now loyal and pro-Ally. Mrs. Bierkirk is a German as was also her husband. Mrs. Wygotsky therefore, is of German parentage but married a Russian, who has since the war become a naturalized citizen. Before our entry in the war Mrs. Wygotsky was decidedly pro-German and at that time did work for the German Red Cross. Since America entered the war she has

become pro-Ally in her actions and statements, and so far as this office can discover neither she nor Mrs. Bierkirk are showing any pro-German tendencies at the present time. However, it is believed that niether of them are suitable for Red Cross work.

Miss Hilda Koester, 3308 Evergreen Terrace, is the daughter of E. H. Koester, who owns a bakery at 648 W. Lexington St. While her father is a German, as far as this office has been able to discover, she has never been guilty of any pro-German activities or propaganda.

The above is sent as a preliminary report. If further information is desired, this office will be glad to make such investigation upon request.

Very truly yours,

JP:RC

Maryland Historical Society Library
201 W. Monument St., Baltimore, MD 21201

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MS 1183

PRIMARY SOURCE #33
Encountering Maryland's Past, Volume 2: Turning Points in History
A Primary Source Kit from the Maryland Historical Society

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PRIMARY SOURCE # 33 (ORAL HISTORY)

Beacham, Mr. Robert J. Interview by Marie Lehnert, 9 May 1978. Transcript of tape recording. Oral History Collection, OH 8263. Reference Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Oral history interview that discusses anti-German sentiment during World War I

WHO? Interview with Robert Beacham by Marie Lehnert

WHEN? Interview occurred on May 9, 1978; addresses World War I

WHERE? Baltimore City and Baltimore County

WHY? To record one man's perspective on the impact of the First World War on Baltimore

Description of the Source

These two sources address the issue of German-American loyalty during World War I. Baltimore had a large and influential population of German immigrants, and there was serious concern over this group's loyalty during the First World War. In the oral history, Robert Beacham explains that Baltimore's German Americans initially supported Germany until they learned of atrocities committed by the Germans. He also mentions some of the actions taken against Germans living in Baltimore. In the letter to Dr. Pleasants, the Director of Instruction at Baltimore's chapter of the American Red Cross, an officer with Naval Intelligence reports on the loyalty of several women who desire to work for the Red Cross in 1918. The Navy recommends that three of the women be barred from the organization for association with disloyal people or for initially supporting Germany at the outbreak of hostilities.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 439, 442-43. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How did Maryland's German Americans feel about World War I in 1914? In 1917?
- Did Western Maryland's Germans have a different perspective than Baltimore's Germans?
- What measures did the city and state governments take to monitor and contain the German-American population?
- How did German Americans contribute to the American war effort in Maryland?
- Investigate how the diaspora of European immigrants in the United States influenced America's foreign policy prior to and during the First World War.
- Contrast the treatment of German Americans during the First World War with that of Japanese Americans during the Second World War.
- Evaluate the impact of anti-German feelings on the political, social, and economic life of German Americans in Baltimore.
- How did the war affect Maryland?

Interview with: Mr. Robert J. Beacham
3424 Chesterfield Avenue
Baltimore, Maryland

Date of Interview: May 9, 1978

Interviewer: Marie Lehnert representing Project 230
Maryland Committee for the Humanities under
a grant to Waxter Center for Senior Citizens

Transcriber: Ann Donovan

ML: Tell me what you remember about the war.

Mr. Beacham: I was ten years old at the time the war broke out and I was living then in East Baltimore on Linwood Avenue in the Patterson Park area. We also had a place down on the waterfront near Turners Station, Baltimore County. We were not too far away from the waterfront and we were also not too far away from Fort Holabird / which at that time I think was called Camp Holabird. It was located on a farm, which incidentally belonged to the father of one of my school chums at Poly.

ML: You mean Camp Holabird was?

Mr. B: His name was Keen, Officer Keen.

They sold the farm that they had in that area. I don't think it covered the entire Fort Holabird ground but it covered quite a bit of it, as I remember. I can recall that we would go down to visit this place we had on the waterfront.

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B: Yes.

And so it was mainly trucks. You didn't see any tanks or anything?

B: No. I don't think there were too many tanks in the first World War - there may have been some.

My father was in the Tank Corps - that's why I am asking.

B: Was he in the Tank Corps? They probably ---- I don't know whether they shipped them out of there or not. They may have gone from somewhere else.

Later, probably. And so you really weren't in the war?

B: No.

Did you have any people in the war? Any brothers or others?

B: No. I only had two sisters. I am the only boy in the family. Of course, as I say, I was young at the time. I think the war ended in 1919.

1918,

B: I do recall at first when the war broke out we were not in it at the time.

You mean America?

B: Yes. There was a great deal of sympathy for Germany in Baltimore.

Oh yes?

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Mr. B: Because there were a great many German people here. My grandmother, as I say, was born in Germany. My mother was born in Germany.

ML: Did your grandmother live with you?

Mr. B: Yes, in later years she did.

ML: She lived in Baltimore at that time?

Mr. B: Yes, she stayed once she arrived here.

ML: What was her name?

Mr. B: Her name was Katherine also.

ML: What was her last name?

Mr. B: Schmidt.

ML: And tell me about some of the sympathies, you know how it operated?

Mr. B: They felt that Germany was right, you know, - not too much sympathy for France at the time. And, of course, the war had just begun. All these atrocity stories had not come out.

ML: They had not come out?

Mr. B: No, this was before things got going too well. I venture to say that all of the German people here were in support of Germany. As I say, there were a great many of them. There was a German paper in the city.

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ML: Do you know what the name of that was?

Mr. B: It was called -- I am not too well-versed in German but I think it was called The Zeitung. I don't know whether that means evening or morning. My grandmother subscribed to it although she could read and write English very well. Of course, she came over as a young woman, I think at about 19 or 20. My mother actually was born in Germany also.

ML: But so actually your mother was born say before your grandmother was 19?

Mr. B: She came over as a very young child, about a year or so old.

ML: And you don't know why they came here. What specific thing made them come.

Mr. B: I think from what my grandmother told me, all of her brothers were schoolmasters and the man that she married was, what we c ll a blacksmith here. Over there I think they had a different name for it. And he didn't think there was any reason for staying over there because all you could continue ~~you~~ to be was what you were to start out with and he wanted to get on in the world.

ML: So what did he do when he came here?

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ML: Are there any other things you remember about the war time?

Mr. B: I recall that after the period of time when the atrocities were reported, feeling against German changed. They changed in a strange way. They changed the name of Redwood Street - from German Street to Redwood Street. I recall that it was German Street and they changed it to Redwood Street. The German paper, they made them stop publishing as I recall.

ML: What about the churches, were they involved in this German thing?

Mr. B:

End of tape

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ENCOUNTERING MARYLAND'S PAST: Turning Points in History Volume 2:

PRIMARY SOURCE # 34 (PICTURE)

Photograph of a Salvation Army Lodge [c. 1933]. Photograph. Peale Collection, MC 8315. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Photograph of a Salvation Army lodge

WHO? For African-American men

WHEN? c. 1933

WHERE? Baltimore

WHY? To document efforts to assist Baltimore's impoverished African Americans

Description of the Source

This photograph shows the exterior of a shelter sponsored by the Salvation Army for homeless African-American men. Evangelists formed the Salvation Army in the 1870s and 1880s to provide relief for those suffering from the depressions of the late nineteenth century. By 1900, the Salvation Army's 700 corps and 3,000 officers provided food, shelter, and friendship to the needy around the country. Such services were in high demand during the Great Depression of the 1920s and 1930s when Baltimore's Salvation Army joined other local organizations, such as the Family Welfare Association, the Community Fund, the Red Cross, the Bureau of Catholic Charities, and the Jewish Social Service Bureau, in offering assistance to thousands of Marylanders.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, p. 501. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How did harsh economic and political structures in the South lead to the Great Migration of African Americans north?
- How did the Great Migration impact housing and employment in the North?
- How was the African-American community affected by the Great Depression? Was it affected differently or on a broader scale than the white community?
- In what other ways did private charitable organizations attempt to alleviate suffering related to the Depression? What measures did the state and city governments take? In what ways did the people help themselves?
- Trace the development of Jim Crow laws in Baltimore and in Maryland.
- Investigate the political, social, and economic impacts of segregation on African Americans in Baltimore.
- Determine the ways in which African Americans protested and challenged the system of racial segregation in Maryland.

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PRIMARY SOURCE # 35 (DOCUMENT)

Lovejoy, Dr. Arthur. "Will It Matter To Us If Hitler Wins? [23 May 1940]." Radio address. League of Nations Association, Maryland Branch Records, MS.1674. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Script of a radio address that describes the danger Hitler poses to the United States

WHO? Dr. Arthur O. Lovejoy

WHEN? May 23, 1940

WHERE? Maryland; delivered in Baltimore

WHY? To persuade citizens to support the provision of the Allied forces with all necessary supplies

Description of the Source

This radio address and broadside publicize the stance of Maryland's Committee to Defend America by Aiding the Allies, an organization that pushed for American material support for the Allied forces early in World War II and then direct intervention by the summer of 1941. Dr. Lovejoy, head of the Maryland chapter, argues in the radio address that Hitler's drive toward world domination is a direct threat to American democracy. The CDA argued that, by strengthening the English and other Allied armies with supplies, Hitler could be defeated in Europe without direct military intervention by the U.S. The broadside encourages citizens to sign petitions and write letters to pressure Congress to approve sufficient aid to the Allies.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 528-529. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- What course of action in World War II did most Marylanders recommend in 1940? How and why did public opinion change by 1942?
- Through what methods did the CDA try to win support for its cause? How effective were they?
- How and why did the CDA's position change over time?
- How did American neutrality benefit the country economically?
- Investigate the Neutrality Acts of 1935-1937.
- How did influential Americans such as Charles Lindbergh and Henry Ford influence popular opinion about America's position in the war?
- Why did some Americans oppose and others support America's stated policy of neutrality in the late 1930s?
- Investigate the position that Maryland senators took toward the growing tension in Europe during the 1930s.
- How did the war affect Maryland?

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Will It Matter To Us If Hitler Wins?

RADIO TALK
WCAO, Friday, May 23, 1940
By DR. ARTHUR O. LOVEJOY

Fellow-Citizens:

If you want to know how the present tragic situation in Europe became possible, Adolf Hitler has already given the answer—when he said that the trouble with democracies is that they wake up too late. They won't believe they are in danger until the danger is too threatening to be overcome. Of most of the free peoples of Europe, Hitler's prophecy has proved true. The question now, the immeasurably important question, which is to be settled in these next few weeks or days, is whether the American people also, even with the experience of Europe before them, are going to wake up too late. The body of citizens for whom I speak seek to wake up all Americans to the dangers to us which would result from the triumph of Hitler in Europe. There are still some who tell us that it is not a real danger—just as there used to be people who said this in Norway, Holland, Belgium, and England. Those in America who honestly believe this are thinking of the wrong danger. It is true that Hitler, even if he defeats the Allies this summer, is unlikely to try to bomb New York or to land troops on the coast of Maryland next fall—or next year. That is *not* the immediate danger. But five things are certain:

1. Hitler's ambitions are not confined to Europe. His aim is world-domination He has himself said so; and even the German school children are now taught to sing "Germany is ours today, and tomorrow the whole world."

2. The Nazi government desires the destruction of democracy everywhere; it is a perpetual conspiracy against government by the people and against freedom of thought and faith wherever they exist.

3. If Hitler destroys the Allied armies and sinks or captures their fleets, he will be master of the oceans and of the trade routes of the world, he will control the wealth of all Europe, he will have air and fleet bases in Iceland, Greenland, the Azores, and in the Pacific, and probably at some points in the Americas, and will thus continually threaten our American neighbors, our island possessions, the outposts of our national defense, and our trade everywhere. Already his Trojan horses are plainly visible in Mexico, Cuba, Brazil, and other American countries—not to speak of our own.

4. As a consequence of all this, if Hitler is victorious in Europe, the United States, as guardian of the Americas and as the one great surviving democracy, will stand alone, facing a perpetual menace and in a constant state of preparing against the threat of war—with all the evil consequences which will result in our own life and our internal economy.

5. For these reasons the Committee for the Defense of America by Aiding the Allies believes that the first, most urgent concern of the United States *now* is to do all that it can to prevent Hitler from triumphing in Europe. It *may* prove that we are too late for that. But we do not believe in throwing in the sponge unless or until there is an actual knock-out—with a long count. So long as there are any forces resisting the Nazi terror overseas, our supreme interests and our plain duty demand that we shall support them by any means in our power. To send troops will not help, for, even if there were no other reasons against that, the outcome of the conflict is likely to be decided this summer. To send all possible needed and available supplies *will* help. Such help, if sent in time and in sufficient amount, can decide the war in Europe, and keep the danger of war away from America.

If you have waked up, please send your name to the office of the Committee, Snow Building, 31 S. Calvert St., Baltimore—and help to wake up all your friends and neighbors.

PRIMARY SOURCE # 35 (AD/BROADSIDE)

Committee to Defend America by Aiding the Allies. "Stop Hitler Now . . . ." *The Guide*, 20 and 27 June 1940. League of Nations Association, Maryland Branch Records, MS.1674. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT?	Advertisements that encourage support for aid to the Allies
WHO?	Printed by members of the Committee to Defend America by Aiding the Allies
WHEN?	June 20, 1940 and June 27, 1940
WHERE?	Maryland; printed in Baltimore; published in *The Guide*
WHY?	To persuade citizens to call their Congressmen and sign a petition urging material aid to the Allied forces

Description of the Source

This radio address and broadside publicize the stance of Maryland's Committee to Defend America by Aiding the Allies, an organization that pushed for American material support for the Allied forces early in World War II and then direct intervention by the summer of 1941. Dr. Lovejoy, head of the Maryland chapter, argues in the radio address that Hitler's drive toward world domination is a direct threat to American democracy. The CDA argued that, by strengthening the English and other Allied armies with supplies, Hitler could be defeated in Europe without direct military intervention by the U.S. The broadside encourages citizens to sign petitions and write letters to pressure Congress to approve sufficient aid to the Allies.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 528-529. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- What course of action in World War II did most Marylanders recommend in 1940? How and why did public opinion change by 1942?
- Through what methods did the CDA try to win support for its cause? How effective were they?
- How and why did the CDA's position change over time?
- How did American neutrality benefit the country economically?
- Investigate the Neutrality Acts of 1935-1937.
- How did influential Americans such as Charles Lindbergh and Henry Ford influence popular opinion about America's position in the war?
- Why did some Americans oppose and others support America's stated policy of Neutrality in the late 1930s?
- Investigate the position that Maryland senators took toward the growing tension in Europe during the 1930s.
- How did the war affect Maryland?

Stop Hitler Now

England Is Our Last Line Of Defense Abroad

IF THE ALLIES LOSE . . .
DISASTER IS AT OUR DOOR

Your Congressmen Must Know That You Want More Material Aid Rushed To The Allies.

Your Signature Is Needed Immediately
SIGN THE PETITION OF

THE COMMITTEE TO DEFEND AMERICA BY AIDING THE ALLIES

31 S. CALVERT STREET

If there is no petition in your neighborhood store, drop the committee a postal card telling of your support — or call

SARATOGA 5660

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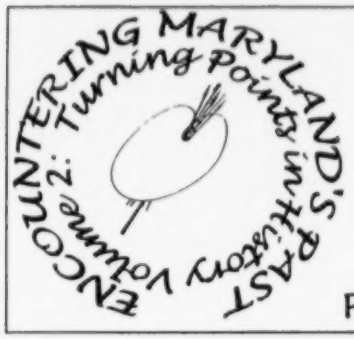

PRIMARY SOURCE # 36 (PICTURE)

Bodine, A. Aubrey. Photograph of woman inspecting gun turret of bomber in Glenn L. Martin plant [1943]. Peale Collection, B841(2). Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Photograph of a woman inspecting a gun turret

WHO? Female factory worker at the Glenn L. Martin plant

WHEN? 1943

WHERE? Baltimore County

WHY? To record women's contribution to the war effort

Description of the Source

This photograph features a young woman working on the gun turret of a military aircraft in production at the Glenn L. Martin Company. The company had $53 million in orders from the British army and $687 million from the United States Army Air Force during the course of the war. With men at war, women entered the workforce in areas previously thought beyond their abilities. By late 1943, Baltimore industries employed 20,000 women who had not worked outside the home prior to the war.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 541-543. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics and Discussion Prompts

- In what ways did women contribute to the war effort? In what ways did they challenge gender roles?
- How did women respond to their return to the domestic sphere at the close of the war?
- What lasting effects did women's service during the war have on social values and relations?
- How did women react to the opportunity to enter the workforce in such unprecedented capacities?
- How did the companies treat their women workers? Were any special arrangements made for them?
- How did advertising influence women in the work force?
- How did women demonstrate patriotism during the war effort?
- How did the Baltimore work force mobilize to produce goods for the Second World War?
- What political, social, and economic impact did the Second World War have on the lives of women in Maryland and the nation?
- What impact did the end of the war have on opportunities for women in the workplace?
- How did the war affect Maryland?

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PRIMARY SOURCE # 37 (DOCUMENT)

The Committee on the Present Danger. "A Statement by the Committee on the Present Danger [12 December 1950]." Committee on the Present Danger Records, MS.2424. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Statement of principles by the Committee on the Present Danger

WHO? Members of the Committee on the Present Danger

WHEN? December 12, 1950

WHERE? Baltimore

WHY? To persuade the public to support the strengthening of U.S. defense capabilities

Description of the Source

These sources illustrate the level of national anxiety created by the Cold War, which reached the height of its expression during the McCarthy trials of the 1950s. In the statement issued by the Committee on the Present Danger, the Soviet Union is portrayed as an aggressor focused on world domination. The committee urges that drastic measures be taken - including the institution of universal military service - to strengthen the defenses of Western Europe and the United States. The premise is that a strong allied army will serve as a deterrent to Soviet aggression. In the letter, Emory Niles verifies the loyalty of Dr. Gantt, a gentleman whose connections to Soviet science and medicine have placed his loyalty under suspicion.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 570-572. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How did Marylanders respond to the perceived threat of Soviet attack in the 1950s?
- How was the arms race an effort to stop the spread of communism?
- Investigate the Truman Doctrine.
- How did the policy of containment influence the United States's decision to participate in the Korean and Vietnam Wars?
- Investigate the impact of the McCarthy hearings on the Communist Party in Maryland and the nation.
- In what manner did the McCarthy hearings test the limits of the Constitution?
- What roles did Maryland Senator Millard Tydings and Johns Hopkins University professor Owen Lattimore play during the McCarthy era?

A STATEMENT BY THE COMMITTEE ON THE PRESENT DANGER

Washington, D. C.
December 12, 1950

THE acts of naked aggression by powerful Communist forces in the Far East constitute a grave threat to the survival of the United Nations, and a peril to the very security of these United States, which cannot be mistaken, cannot be ignored.

The members of the Committee on the Present Danger, making this statement, believe that the hour is at hand when our country must mobilize its manpower and resources on a scale great enough to meet the real and present danger, and that scale is very great indeed.

We confront the actuality of the assault by vast Red Chinese armies on the United Nations forces in Korea. We confront the condition of military weakness in Western Europe, a condition seriously worsened by recent shocking developments in the Far East. We confront the fact that in these circumstances American power is far from adequately mobilized. We confront the fact that we can find no safety by withdrawal from overseas and by attempting to make the North American continent impregnable—that would be a counsel of despair and defeat.

Even in this crisis we totally reject the idea of a preventive war. Nor do we accept the idea that war with the Soviet Union is inevitable—unless the Soviet so wills it. On the contrary, we believe that the great objectives of our foreign policy and military policy—working in common with the other free countries in the United Nations—should continue to be the attainment of an

enduring peace, looking toward a condition in which the beginnings of world disarmament may be made. But we are convinced that there is no hope of accomplishing these objectives so long as the military position of the free countries remains as weak as it is today.

The aggressive designs of the Soviet Union are unmistakably plain. Its Asiatic ally and satellite has launched an all-out attack upon the United Nations forces in Korea. In Western Europe the ability of the United States Air Force to inflict heavy damage on Russia's strategic centers has been the chief deterrent to a full-scale Communist attack. Radical improvements in defense against air attack, together with growing ability of the Soviet Union to produce atomic bombs, is progressively weakening the effectiveness of this restraint. Unless an adequate supplement for the atomic potential of the United States is brought into existence, the time may soon come when all of Continental Europe can be forced into the Communist fold, and the British Isles placed again in even graver peril than in 1940, at sacrifices in blood and wealth that the Kremlin would accept. No scruples of conscience will stand in their way.

In our view, the necessary supplement to our present atomic leadership is an allied force in being strong enough to furnish effective resistance to military aggression. Such a force in readiness to execute the decisions of the free countries assembled in the United Nations would make those decisions respected. That force does not exist. To meet the need, it must be promptly built. To create it the United States must take the leadership. The European nations will make the greater effort required only if the United States takes a firm stand beside them, provides the balance of the equipment needed, and, most important of all, makes a powerful contribution of troops.

Our part will call for greater sacrifices than any our people have yet been prepared for. Since our contribution will include forces in Europe and in the Far East, as well as a strategic reserve in this country, the total program will of necessity be a large one,

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calling, we believe, for a total U. S. armed force of at least 3.5 million men.

Also, the danger of an all-out war is so serious that all of our young men must have military training. But universal military training alone is no longer an adequate solution of the problems which now face us because it does not provide a force in being.

The time has come for a new concept that universal service in defense of our freedom is a privilege and an obligation of our young men. To accomplish this with the least interference with education, with business and professional careers, and with family life, this service should commence at the age of 18 or upon graduation from high school, whichever is later. Two years of such military service, including training, will be necessary, and the program should embrace radically broadened standards of fitness.

We recognize that many detailed provisions interpreting and applying these principles remain to be worked out, and we expect shortly to present concrete proposals.

The above program would, of course, be a supplement to the Selective Service law, not a substitute for it.

But in addition to providing military manpower, this country must expand the program for equipment and supplies far beyond goals already announced. This will be a hard task, calling for development of the strongest possible organization to supervise our military procurement here and abroad. It will require submission to economic controls more exacting than those now in effect, particularly in the field of credit, government and private. It will also render necessary a sharp reduction in government spending for non-defense purposes.

The doubt is not whether such a program is too arduous. The doubt is whether it is arduous enough. Certainly it is not nearly as drastic as the conditions which make it necessary. The price is high, but we believe it must be paid. It is, in our judgment, the only chance of averting a war of world dimensions, or of assuring victory if, in spite of all our efforts to maintain the

peace, the Soviet Union insists upon precipitating World War III. We shall at the least have created strength which may convince the 14 men in the Kremlin that further aggression will not pay.

The Committee on the Present Danger has been formed in the American tradition by civilians acting on a non-partisan basis. It will enlarge its membership and strive to further the above purposes. To this end we are already studying certain specific problems, and will from time to time make reports to the public dealing with them.

The bitter fact is that our country has again been thrust into a struggle in which our free existence is at stake, a struggle for survival. We have no time to lose.

COMMITTEE ON THE PRESENT DANGER

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RAYMOND B. ALLEN
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THE COMMITTEE ON THE PRESENT DANGER

OBJECTIVES

THE Committee on the Present Danger is a non-partisan, non-political group of private citizens. It was formed late last year because of the deep conviction that the United States and its democratic way of life are gravely threatened by Soviet aggression.

The Committee believes that it is still possible to avert war, but that this can be done only if the nation realizes the danger it faces and is willing to take the steps needed to make the United States and its Allies so strong that they will not be attacked.

During the months immediately ahead, through non-partisan action, the Committee will continue to work for:

1. An American public opinion which will wholeheartedly support the joint defense of Europe, without neglect of the Far East.

2. The firm support of General Eisenhower's mission.

3. A determination not to allow political differences at home to obscure our vision of the Soviet menace to our existence as a free people.

4. Full realization of the peril to the United States arising from the current spirit of complacency, while the Soviet power grows and its stock-pile of atom bombs increases.

5. Adoption of the principle of universal military service and training through appropriate legislation and administrative action.

6. Adequate legislative measures to make the United States and its Allies strong.

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THE COMMITTEE ON THE PRESENT DANGER

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PRIMARY SOURCE # 37 (DOCUMENT)

Niles, Emory H. Letter regarding loyalty of Dr. W. Horsley Gantt [16 February 1954]. Emory H. Niles Papers, MS.2274. Manuscripts Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Letter that attests to the loyalty of Dr. W. Horsley Gantt

WHO? Written by Emory H. Niles about Dr. W. Horsley Gantt

WHEN? February 16, 1954

WHERE? Baltimore

WHY? To assure the authorities that Dr. Gantt is not a Soviet sympathizer

Description of the Source

These sources illustrate the level of national anxiety created by the Cold War, which reached the height of its expression during the McCarthy trials of the 1950s. In the statement issued by the Committee on the Present Danger, the Soviet Union is portrayed as an aggressor focused on world domination. The committee urges that drastic measures be taken - including the institution of universal military service - to strengthen the defenses of Western Europe and the United States. The premise is that a strong allied army will serve as a deterrent to Soviet aggression. In the letter, Emory Niles verifies the loyalty of Dr. Gantt, a gentleman whose connections to Soviet science and medicine have placed his loyalty under suspicion.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 570-572. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How did Marylanders respond to the perceived threat of Soviet attack in the 1950s?
- How was the arms race an effort to stop the spread of communism?
- Investigate the Truman Doctrine.
- How did the policy of containment influence the United States's decision to participate in the Korean and Vietnam Wars?
- Investigate the impact of the McCarthy hearings on the Communist Party in Maryland and the nation.
- In what manner did the McCarthy hearings test the limits of the Constitution?
- What roles did Maryland Senator Millard Tydings and Johns Hopkins University professor Owen Lattimore play during the McCarthy era?

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February 16, 1954

TO WHOM IT MAY CONCERN:

I understand that an investigation is being made regarding the loyalty of Dr. W. Horsley Gantt, arising out of his connections with Russian science and medicine. This letter is written to express my full confidence in Dr. Gantt's loyalty and integrity.

I have known Dr. Gantt for more than 20 years. My first contact with him was about 1932 when I was chairman of the Baltimore branch of the Foreign Policy Association. Dr. Gantt had recently returned from Russia, where he had been studying in the field of neurophysiology under Prof. Pavlov at Petrograd. Dr. Gantt was interested in the field of foreign affairs, and had more information upon the Russian situation than most Americans. He became a member of the governing board of the Baltimore F. P. A., and was active in suggesting and arranging programs for its meetings, which dealt with all phases of foreign policy, of which Russian matters were only a part.

My memory is hazy as to exact dates, but I believe that I was a member of the board continuously, and chairman intermittently, until 1941. I believe also that Dr. Gantt until 1941 served as a member of the board under my chairmanship, and under the chairmanship of Robert W. Williams, Richard F. Cleveland, and James Carey 3d, all of Baltimore.

In 1941, by reason of the pressure of duties arising out of the War, the original group which had organized the Baltimore F. P. A. branch about 1928, found it impossible to continue its activity, and relinquished control to another group of interested persons who subsequently discontinued the Baltimore branch. I believe that Dr. Gantt resigned from the board when I did in 1941.

Since 1941 I have had regular contacts with Dr. Gantt, both personally and as a member of the Steering Committee of the 14 West Hamilton Street Club of Baltimore. This small club has a distinguished membership, principally of professional men, including Judge Morris A. Soper, of the United States Court of Appeals; Judge W. Calvin Chesnut, of the United States District Court; Judges Charles Markell, and

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William L. Henderson, of the Court of Appeals of Maryland; President Detlev W. Bronk, of The Johns Hopkins University; Drs. Alan M. Chesney and Philip Bard, successive Deans of The Johns Hopkins Medical School.

During the period in which Dr. Gantt and I served together on the board of the Foreign Policy Association, no question ever arose as to his devotion to the United States, nor was there ever any sign of sympathy with the Communist regime. On the contrary, Dr. Gantt who, as one of the few Americans in Petrograd, had met most of the American correspondents who came from time to time to observe conditions in Russia, suggested, and was instrumental in obtaining as speakers, a number of persons strongly hostile to the Communist position. Among these, I remember particularly H. R. Knickerbocker, William H. Chamberlin, and Freda Utley.

During the period since 1941, while I have seen Dr. Gantt regularly, both at formal and informal gatherings, I have never heard from him or from others, nor have I observed, anything which would cause me to suspect Dr. Gantt's loyalty in the slightest degree. On the contrary, I believe him to be a distinguished scientist, a patriotic and trustworthy citizen of the United States, and a proper person to be employed by the government.

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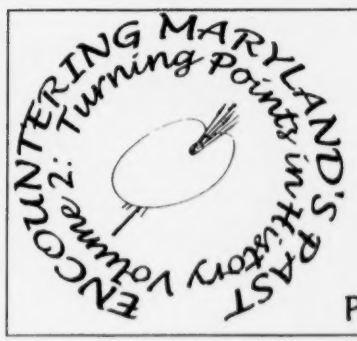

PRIMARY SOURCE # 38 (PICTURE)

Henderson, Paul. Photograph of picketers in front of Ford's Theater [March 1951]. Peale Collection. Prints and Photographs Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT? Photograph of pickets in front of Ford's Theatre

WHO? Baltimore African Americans

WHEN? March, 1951

WHERE? Baltimore

WHY? To document the effort to desegregate Ford's Theatre

Description of the Source

This photograph captures the campaign to force the desegregation of one of Baltimore's premier theaters. Notice the mixed racial composition of the protestors and the variety of arguments they present. One man's sign refers to the fact that African Americans fought for freedom in World War II yet are denied that freedom at home. A white gentleman's sign calls to mind the recent Holocaust, equating anti-Semitism with racial discrimination against blacks. Ford's Theatre was finally desegregated in 1952. It was a milestone in Baltimore's civil rights movement.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 599-600, 608. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How did the majority of white Baltimoreans react to the prospect of desegregation?
- In what other ways did Maryland blacks fight for racial equality?
- How did the state government respond to the civil rights movement?
- What major turning points marked Maryland's civil rights movement?
- Investigate Brown v. Board of Education.
- What role did the Congress of Racial Equality and the "freedom riders" play in the desegregation of American society?
- How did the philosophy of Gandhi impact the civil rights movement?
- Trace the growth and activities of the NAACP in Maryland.
- Examine the history of Frederick Douglass High School and the impact of desegregation in Baltimore City public schools.
- What was the relationship between Baltimore's Jewish community and the civil rights activities of the 1950s and 1960s?
- What kinds of resistance did Maryland's civil rights protestors encounter?
- Examine the contradiction between American democracy and the suppression of rights.

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PRIMARY SOURCE # 39 (ORAL HISTORY)

Wilhelm, Charles C. Interview by Joseph Zbozien, 19 November 1974. Transcript of tape recording. Oral History Collection, OH 8206. Reference Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT?	Oral history interview that discusses the Great Depression
WHO?	Interview with Charles C. Wilhelm by Joseph Zbozien
WHEN?	Interview occurred on November 19, 1974; addresses the 1920s and 1930s
WHERE?	Baltimore County
WHY?	To record one man's impressions of life in Maryland during the Depression

Description of the Source

In this interview, Charles Wilhelm discusses the process of trying to establish himself during the Depression. He explains how difficult it was for him to buy a farm for his young family and to make it productive. He also briefly addresses the hardships faced by some of his neighbors who were looking for work. Notice Mr. Wilhelm's reference to his "colored boy."

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 494-496, 500-501. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How severely affected was Maryland's economy by the Great Depression?
- What forces caused the Great Depression?
- Research the effects of the Depression on Maryland's African-American community. What were race relations like during this time?
- Investigate the political, social, and economic impact of the Depression in Baltimore.
- How did various New Deal programs address the problems created by the Depression?
- In what other ways did private charitable organizations attempt to alleviate suffering related to the Depression? What measures did the state and city governments take? In what ways did the people help themselves?

INTRODUCTION

The following is a transcribed interview with Mr. Charles C. Wilhelm, a framer who has lived and worked his farm for nearly forty-eight years near Parkton, Maryland. Mr. Wilhelm was born in September of 1898 an except for three or four months working near Detroit, Michigan and a little over five years working in a lumber mill in Kennarock, Virginia, has lived in the northern part of Baltimore County for the seventy-six years of his life.

This interview covers in part Mr. Wilhelms: early childhood and growing up on his fathers farm near Freeland, Maryland; his marrying a women from North Carolina and moving to Virginia in the winter of 1921; and of buying a farm in Maryland five years later and the problemns of keeping it running. He also includes some good conversation of his life and intrests as he was growing up during the Depression years.

Mr. Wilhelm was a willing interviewee but never expanded on any one topic expect about his job in Kennarock, Virginia and a little bit about what farming was like for him. I thought the interview went well the first sitting but not so good the second time. I was pleased with my over-all performance as a interviewer but felt that a good deal of the time I couldn't get the conversation back on the track I wanted to discuss.

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A/ No, coming out of a depression.

I/ Coming out of a depression? This was what year?

A/ Well, this was in 27 and it didn't go out of it good until after 32 because - who was the president than that caused...

I/ Hoover?, Codlige? Coolidge

A/ Hoover I guess - when they had the next set back on that you see

I/ What were the times like during the Depression?

A/ They was hard! That's all I can say - they was hard. I don't want to distinct it because I don't remember good enough to - over here - when - it was 32 - we had one hell of a time of living that's just the truth of the matter. We had to, just like I was telling you about my Dad, we had the damn ~~intrest~~ interest to pay to. You see we borrowed $1,500, that paid for it all but $1,500 - I thought I was doing something. But I didn't realize that when we came back up here we didn't have a thing. We had to pay the rest of our money on for a team and a plow, wagon and stuff to do the damn work with.

I/ You came up to farm up here?

A/ Yeah. So that's what set us back that I hadn't figured in when we bought the place.

I/ What was the land like when you bought the place?

A/ It was rough, rough.

I/ You had to work it all over?

A/ I had to work it all over, fill the ditches up, farm it

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- all together different to keep what little bit of stuff I had put on it, on the ground. That's one thing I had a little experience with; that wasn't like somebody that never seen nothing about farming. I knew I had to put these strips around here and hold the land up there. Before it was just gullies - rip, rip, rip - it was all washed to pieces.

I/ Did you ever have a crop that failed up here?

A/ Not in a way - we've lost them after they was made but never had one just to fail.

I/ You grew enough for your own consumption?

A/ Yeah.

I/ Never had to worry about food?

A/ No, food of meat we always raised enough to feed the hogs and have our own meat and our own stuff like that. See that's where the elder people had it on us, they didn't have to worry about going to the meat market and buying a piece of meat. They had three or four old hogs they w uld kill them, put them in the meat house, cured them up and go (took his hand to his throat), eat what they wanted. That was my days in ~~raising~~ RAISIN up now.

I/ Were you selling any food to the market?

A/ Well, chickens and turkeys and hogs and stuff like that. Pop, well after I came here, him and old man Mitchell loaded up a load of hogs and took them clean to York (Pa) to the market. It wasn't just a few years then - you could sell the hogs anywhere - they would come and here and get them and take them away. The first place I guess they went to was up here in Thomasville, people from Thomasville

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started up an auction. Well they come down here, trucks came down through here, hunting up hogs - say a man came in the first of the week, middle of this week or any time the week before - he would buy these hogs up. Well he would come back on a Monday and gather up these loads of hogs and take them back to Thomasville. Later years then they started this one up here in Stewartstown, but it worked out alright all we had to do was call a Hog farm buyer? and tell them to send a hog truck over.

I/ Were you getting a good price for your -

A/ I guess it was asgood thanas you could get it at that time- it wasn't good - we'd like to have more but -

I/ Did you take much stuff down to Baltimore?

A/ No, not much. We use to haul beans to Baltimore, green beans, but that's the only thing I ever took to Baltimore. Turkeys, I use to get my old colored boy to ~~take~~ take my turkeys down for us. Turkeys were one thing that paid us big for awhile. We got as much as sixty-two cents a pound for live turkeys. But that didn't last long. Everybody get to be raising turkeys.

I/ Was there a lot of unemployment at that time?

A/ Yes, yes. A lot of people Joe were just like this they just lived to get a days work now and then, fix the fence, do something like that.

I/ These were family people too? Try to keep their families together?

A/ It was hard there for awhile but I guess it could have been harder - we got by then anyhow.

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PRIMARY SOURCE # 40 (Oral History)

Mitchell, Juanita Jackson and Kiah, Virginia Jackson. Interview by Charles L. Wagandt, 10 January 1976. Transcript of tape recording. McKeldin-Jackson Oral History Collection, OH 8097. Reference Department, Maryland Historical Society Library, Baltimore, Maryland.

WHAT?	Oral history interview that addresses Baltimore's civil rights movement
WHO?	Interview with Juanita Jackson Mitchell by Charles L. Wagandt about Lillie May Jackson
WHEN?	Interview occurred on January 10, 1976; addresses the 1930s and 1960s
WHERE?	Baltimore
WHY?	To record details of Lillie May Jackson's leadership in the civil rights movement

Description of the Source

In this interview, Juanita Jackson Mitchell, daughter of former Baltimore NAACP President Lillie May Jackson, discusses the civil rights crusade in Baltimore in the 1930s and 1960s. She addresses the role of dissatisfied young people and her mother in reorganizing the NAACP in Baltimore in the early 1930s, the Baltimore NAACP's cooperation with the Congress of Racial Equality's "freedom rides" in the early 1960s, and the desegregation of the University of Maryland Law School. This source is especially valuable for understanding the relationship between the local and national civil rights movements.

For More Information on Topics Explored by this Source, See:

Brugger, Robert J. *Maryland: A Middle Temperament, 1634-1980*, pp. 520, 567-568, 579, 608-610, 621, 627. Baltimore: The Johns Hopkins University Press, 1988.

Research Topics

- How did local and national civil rights organizations work together to achieve racial equality?
- Was there any difference in the philosophies or strategies of young protestors and their older counterparts?
- What kinds of resistance did Maryland's civil rights protestors encounter?
- Investigate Brown v. Board of Education.
- What role did the Congress of Racial Equality and the "freedom riders" play in the desegregation of American society?
- How did the philosophy of Gandhi impact the civil rights movement?
- Investigate the roles played by the NAACP, CORE, the *Afro-American*, and the National Urban League in desegregating Baltimore in the 1960s.
- Compare the causes and effects of the 1963 riot in Cambridge, Maryland and the 1968 riot in Baltimore.
- How did the state government respond to the civil rights movement?
- What major turning points marked Maryland's civil rights movement?
- Examine the contradiction between American democracy and the suppression of rights.

Interviewees:
1. Mrs. Juanita Jackson Mitchell
2. Mrs. Virginia Jackson Kiah
Interviewer: Charles L. Wagandt
Date: January 10, 1976
Place: 1320 Eutaw Place, Home of Lillie Mae Jackson
Transcriber: Garnette Brant
Cassette Number I

I: In previous interviews we discussed at some length the life of your mother, and it would be helpful for me now to have you speak a bit about what you consider to be the major contributions of your mother's life. Can you summarize it in some way?

A-1: I believe that my mother had a genius for organizing people and inspiring them to attack discrimination and "root it out," as she used to say. When she took over the presidency of the NAACP in 1935 the NAACP was inactive. She had been the adviser and the spark plug of a youth committee and she had undergirded with a group of adult citizens a youth organization named The City-Wide Young People's Forum in which her own children were active. They were just out of college and there was no NAACP and we couldn't be policemen. We couldn't be firemen. We had college educations. All we could do was teach, and there were no jobs because it was in the Depression. We couldn't be librarians. We couldn't be taxicab drivers. It was a really totally segregated community and the barriers to economic opportunity were formidable. We organized The City-Wide Young People's Forum which became a town meeting every Friday night at the Bethel A.M.E. Church. It was organized in October of 1931. Out of that grew activity, the Buy Where

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You Can Work Campaign which opened up jobs in the A & P Stores in the northwest Baltimore community, in the stalls in Lafayette Market, and in the stores on Pennsylvania Avenue. It's incredible now, but it was a living fact then that although this was a hundred percent black ghetto (the northwest Baltimore section where colored people lived in 1930 and 31, 32, 33. We couldn't work in the stores. The stores that sold us all our merchandise would not hire us as sales people. So, it was the picketing of these stores, the activist activities that Dr. Jackson approved of which developed a new sense of militancy in Baltimore. This is why she was asked by Dr. Carl Murphy of the Afro-American to take the leadership in reorganizing the NAACP in 1935 and get a strong branch of the NAACP going. She approved of our picketing and she got a group of ministers and businessmen and fraternal leaders in Baltimore to approve also and undergird this youth activity. That's very interesting, that a revival of the NAACP should grow out of the militant activity of the northwest Baltimore black young people who had come out of school and had no jobs.

She secured acceptance by the community of the so-called radical activity of a group of about 200 to 500 young people in the heart of this northwest Baltimore ghetto. It was that new militancy on the part of the young people endorsed by Dr. Jackson's adult committee which created a climate for a rebirth of the Baltimore Branch of the NAACP and resulted in the Baltimore Branch challenging discrimination in the courts.

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said they were going to start the Freedom Rides, and we sent the telegram.

I: Later on, Baltimore became--CORE selected two cities one year to be target cities. I think one was Cleveland which exploded in riots that year, and Baltimore was another target city that particular year. What I'm really trying to get at is, did you all invite CORE to make Baltimore a target city that year or not?

A-1: I can't remember. I know that when CORE started the Freedom Rides there was considerable opposition. They announced it from New York, and there was considerable opposition. Ann Miller can tell you there was. Mildred Atkinson can tell you there was, and the Council of Churches and that group of people. We were not always considered nice people by the Council of Churches. We were too radical. We were too militant, really. Although, as I said before, we were militant, non-violent people. But they thought that it would disrupt and hurt more than help, and as a result, they were opposed to it. The Baltimore Branch sent a telegram to Hill (I'll know his first name. I'll get a copy of the telegram.) inviting CORE. We were waiting for them. We would cooperate with them, and we were prepared to help with the legal--furnish the lawyers and the bail bondsmen and the people to help. We wanted all the help we could get. My mother felt we needed all the help we could get to eliminate racial segregation. Just so it wasn't violent. She didn't believe in hate. Now she would fight, she would strongly, vehemently denounce racial segregation for what she called it, "The sin it was against God." But she never believed that we

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should fight with our hands or fight with guns. She thought we should fight with the ballot, mass meetings, the education of public opinion, going into courts and the like. Now when the NAACP filed suit in the 1936 suit against the University of Maryland, they called us everything but a child of God, the NAACP. You consult the newspapers. The Sun had all kinds of letters from parents of the University of Maryland who said that blood would flow in the streets, etc. I think it was either Gerald Johnson or H. L. Mencken who wrote a strong feature article on the editorial page of The Sun counseling that this is a Constitutional activity and that we had a right to do this. Of course, Judge O'Dunne in the lower court gave us the decision so promptly that I think the whole Baltimore community felt since we won it in the lower court with Judge O'Dunne--he never even left the Bench. He gave Charlie Huston, who was our brilliant lawyer, he gave him the decision right off! When Herbert O'Connor, who was the Attorney General at the time, asked Judge O'Dunne if he would grant him a stay so he could file an appeal to the Court of Appeals of Maryland, it was Judge O'Dunne's answer which helped educate this community. He said, "Certainly not. I rule that this exclusion of blacks from the University of Maryland Law School is an unconstitutional act. It's in violation of the equal protection of the law of the Constitution. And your Constitutional rights are personal, present, and immediate, and cannot be postponed." And as a result, Donald James Murray was admitted in September. The decision came down in June.

I: What year? Do you remember?

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A-1: It was '35 or '36. I'll have to get all the dates. At any rate, Herbert O'Connor appealed it, but when it got in the Court of Appeals, Donald James Murray was in law school, actually attending classes. Then the Court of Appeals affirmed Judge O'Dunne's lower court decision and we had a precedent. Now the NAACP used that precedent when it argued the University of Missouri case in the Supreme Court. Then we got a national precedent. But, talk about radicals, we were considered real radicals and not very nice people.

I: Talking about the time when CORE was in here, do you remember a mass meeting at the Knox Presbyterian Church? It doesn't ring a bell? McKeldin entered it or something? You don't recall it?

A-1: But I do know this: Governor McKeldin, from a young Mayor and as Governor he was very courageous. He appointed a number of "firsts." He appointed the first colored Magistrate in the courts. He did a number of things. I can't remember them all. Then as Mayor he appointed Linwood Koger as the first black Assistant City Solicitor. Then, of course, he preached brotherhood, and he was very unpopular, too, in many respects, because of his liberal leanings. And we relied on him to help us.

I: Do you have any other stories of your mother's relationship with him?

A-1: Yes. This is opening the seven seals now. White people in this community believed in freedom, too, and this has always kept the NAACP going. But white people would write my mother anonymous letters telling her about discrimination that the

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